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Now and Then



IN THIS ISSUE

Perhaps in no form of higher education do the institution and the community work together more closely than in the community college.

In order to show how some of these harmonious relationships are obtained, we have made our super-sized February issue a community-college number.

How can a community college install a community theatre? George Detmold discusses such a project in his article, "A Community Theatre for the Community College," and choral programs for the small college are examined by Russell A. Schwejda.

Some of the vital aspects of education, instilling moral-spiritual values, are taken up by Ralph Prator and Garland A. Hendricks.

Lloyd A. Moll tells how a Georgian college made three significant expansions in its curricular offerings through the interests of the college community.

Whose responsibility are community-college relations? Read Guy C. Davis' article for the answer.

Other more general material is also included in this issue. You will find out interesting information about the adolescent student in Stephen E. Epler's writing. The pro's and con's of technical education are discussed by Harold P. Rodes; counseling programs are examined by Francis E. Clark, and "Student Corrals" are taken up by R. O. Hahn.

Have you ever been asked, "why a junior college movement?" Claude Boren provides some of the answers, and Malcolm MacLean takes up the general trends in curriculum development.

* * * * *

IN FUTURE ISSUES

Watch your blood pressure! "Our Bandit Educators" by Richard A. Hardin may raise it a few points. It will come to you in March.

Other material you will want to read includes an analysis of Negro junior college growth, some limitations of practical education, and many articles of special interest for YOU.

BERT KRUGER SMITH

JUNIOR COLLEGE JOURNAL

VOLUME XXIV

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Youth in the World Today

RICHARD L. BOWDITCH

THIS IS the third of a series of editorials written by our country's leaders on the topic, "Youth in the World Today." The topic was discussed from the viewpoint of religion in the December *Journal*, of news in the January *Journal*, and now from the viewpoint of business.

In his personal column in the *Journal of Commerce*, the publisher, Mr. B. J. Ridder, recently discussed what he termed "the discouraging preoccupation of today's youth of America with 'security' instead of opportunity."

The column evoked considerable response from men in various lines of industry. They were so largely inclined to agree with him that in a later column, Mr. Ridder observed that "this (preoccupation with security) is shaping up as one of the most vital problems in the fight for the preservation of the American way of life and our system of free enterprise."

I also find myself in agreement with Mr. Ridder, although I hasten to say at once I am not making any blanket impeachment of modern youth or those who teach them in our schools,

RICHARD L. BOWDITCH, President of the Chamber of Commerce of the United States, earned his first money as a trapper boy in a Logan County, West Virginia coal mine 30 years ago.

Since that time his rise in the world of business has been phenomenal. Now president of C. H. Sprague and Son Co., and of the Sprague Steamship Co. of Boston,

Mr. Bowditch devotes much of his time to promoting a better understanding between businessmen of the United States and those of Canada.

He holds honorary degrees from Northeastern University and Marlboro College.



junior colleges, or other institutions of learning. My own

generation was not 100 per cent imbued with zeal. No generation is. Nevertheless, it is distressing to find so many youthful job applicants today more interested in the prospective employer's retirement system than in the particular kind of work he will ask them to do. They ask about vacations, sick leave and other fringe benefits, but interest in the opportunities contained in the job is somewhat conspicuous by its absence.

It is fashionable in some circles to blame the school system for this attitude in their end-product. I shall

not do that. Circumstances have conspired against American youth. This particular era of our history has asked more from youth than almost any other. We have lived under arsenal conditions for more than 11 years. Never before was America an armed camp for so long a period of time. There is no indication that the draft can be eliminated.

My own generation has saddled youth with a heavy national debt, and except for some fiscal miracle, the young man knows that he must expect to live with high taxes all his life. His chances of acquiring a fortune are not too bright. Many young people also have somber recollections of the depression of the 1930's.

There is reason for youth to put the accent mark on security, but someone has obviously failed to tell the upcoming generation that it is living in a time of tremendous opportunity. For example, industry is scraping the barrel for scientists. The field of electronics, as yet, is only in swaddling clothes.

Our population is growing, not only because of a mounting birth rate but because people are living longer. The production of goods designed for the exclusive benefit of the aged retired promises to become a major industrial activity. This growing population must be fed, and in spite of occasional surpluses of farm products, there is a growing demand for technicians in agriculture. We are scouting

new frontiers of world trade. There will be attractive opportunities for young Americans abroad.

Then we come to a fundamental change in what might be called the hierarchy of industry. In the not-so-good old days, the owners of industry were also its executives. Today, with industry owned by increasing thousands of stockholders, the executives, from top to bottom are more and more being employed and advanced on merit. The son of the president of a corporation cannot automatically expect to inherit his father's job. The drill press operator's son has an equal chance. There are not too many presidencies, of course, but that is beside the point. The point is that industry today is one of the most democratic of all institutions. The best jobs will go to those with the most enterprise and diligence.

More than technical skill is required today. Our advancement in education means that from now on the majority of the labor force will consist of high school graduates—or better. Personnel problems arising from this type of labor force are far different from those arising from a labor force of limited education. The young man who is seriously aiming at the future should be encouraged to prepare himself to be able to work with people—and to express himself.

It is not unfair to say that among today's executives there are a great many who know so much about so

little that they complicate their own lives and the lives of their subordinates. Over-specialization is a danger to our kind of volatile industrial society. Tomorrow's industrial leaders from foremen on up, must be well-rounded men and women.

For awhile there, we all seemed to think that the so-called "cultural subject" could be left to the studious few and that most of us should learn one trade well and be done with it. I can't speak for the schools, but industry has discovered that was a mistake. Today, it is sending its junior executives back to school to learn history and economics and sociology—or it is importing historians, economists, sociologists and psychologists to conduct classes in the plant.

Capitalism is never afraid to change. Capitalism has succeeded in America because it progresses. Its future, of course, depends on the youth

of America—and to a large degree on those who have them in charge in the schools.

I would like to say to both—to youth and to the educator:

Don't be discouraged by the lamentations of the Jeremiahs who forecast the doom of capitalism. Remember that those who talk in terms of a planned society are anxious to plan your lives for you. They are power hungry men.

Remember that all other forms of economic and political systems are musty and creaky with years. Socialism has never worked. It is as old as Egypt. Capitalistic America had to come to the rescue of socialistic Britain.

The American style of capitalism has always stood for individual opportunity. That principle is becoming more realistic with the years.

A College and a Community Work at a Project in Moral Spiritual Values Education

RALPH PRATOR

THE SETTING for this discussion is typical of that which might exist in most communities having a junior college. Serving an area of 3,800 square miles in which about 200,000 people live is Bakersfield College, a two-year community college. Like most of its counterparts in junior college education Bakersfield College has been striving for a number of years to realize the potentials of a community college. The community in which the college is located has been equally interested in working cooperatively with the college in this venture. After World War II community leaders and college administrators agreed there was a growing need for student experience in the rather undefined area of moral and spiritual education.

The same factors which manifested the need in other sections of the country brought about an emphasis on this need in the community served by Bakersfield College. The returned servicemen brought with them ideas somewhat different from those expressed by the more traditional college student. The returned serviceman felt free to express his feeling about

Formerly Dean of Men and Athletic Director at Mesa College and later Director of the Summer Session and Director of Admissions and Records at the University of Colorado, RALPH PRATOR now is President of Bakersfield College. He has previously published in the Junior College Journal, the Journal of Higher Education, and the California Journal of Secondary Education.

the shortcomings of the experiences offered him on the college campus. He felt free to commend that which he judged was good as well as criticize that which he considered bad. One of the shortcomings that he struck at most savagely was the area of moral and spiritual values education. The community too was impressed with the growing need for more attention to this phase of education; and when the Bakersfield Rotary Club expressed an interest in working with the college on a project related to this problem area, the college officials responded most enthusiastically.

The first exploratory venture was the settlement of a basic philosophy which might direct the efforts of the service club leaders and college offi-

cials in working with the problem. It was felt that any effort to settle on a plan must appeal to the students for whom the project was intended. The college students brought into conference expressed a conviction that anything done would have to be a spontaneous outgrowth of student interest. Any adult supervision would be by invitation of the students. Any project suggested must permit the students an opportunity to exercise a maximum of their leadership abilities.

It is generally recognized that students of college age are quick to follow leaders who have ideas and plans which are novel and (sometimes at least) make sense. The primary emphasis, then, of any project supported jointly by the college and the Rotary Club must involve the accepted student leaders. Since we were aiming at the moral spiritual values concept, the thought came naturally that we must first interest such leaders in the project. A suggestion was offered by a member of the college staff that one of the finest experiences available for college students in moral and spiritual values was the Asilomar Conference sponsored each year by the Student Christian Association.

The Asilomar Conference is held on the beautiful Monterey Peninsula at a camp site which has many buildings for lodging, eating and camp activities. The camp has been traditionally used for many years during a

week of the Christmas holidays for the assembling of leaders in Y.M.C.A. and Y.W.C.A. work from the college campuses throughout the state of California. Nominal fees are charged the conferees to pay living expenses at the conference. Leaders in religious education come from many areas of the country and conduct on a highly inspirational basis the sessions at Asilomar.

To follow up the suggestion that Bakersfield College student leaders attend the conference, a joint planning committee of the Rotary Club and the college was appointed to bring recommendations to the Board of Directors of the Rotary Club. The joint committee met several times and concluded that the service club should pay all camp expenses of a small group of students to the Asilomar Conference.

It was suggested that potential student leaders in the college be identified among the first semester freshmen and that these leaders be encouraged to attend the conference as guests of the Rotary Club. The number of six was suggested for the trial run in 1951. The six students selected were three boys and three girls, with the leaders of the conferees a sophomore girl. The faculty advisor of the group was the one named moral spiritual values counselor for Bakersfield College.

After the group returned from the Asilomar conference, they made re-

ports to the college, to the Rotary Club Youth Guidance Committee, and to the Rotary Club itself. The enthusiasm of the students who attended the conference was most contagious. They began to work immediately at the problems on the college campus that came within the scope of moral spiritual values education. An Inter-faith Council was organized, with the nucleus of the membership drawn from the students who had attended the Asilomar Conference.

The Council attracted into membership most of the strong student leaders on campus and several of the instructors who were interested in the proposed activities of the group. It is noteworthy that from the Asilomar delegation came the student body president for the next year and several other student body officers. Potential leaders had been chosen well by the joint faculty-student committee responsible for this selection.

The whole idea was so favorably received by the Rotary Club and by the college that it was decided to repeat the project with more students selected the following year. So in 1952, 12 students were sent as guests of the Rotary Club to the Asilomar Conference and, significantly enough, 11 other students went to the conference at their own expense or with expenses paid by other community agencies. The group of 23 Bakersfield College students at Asilomar was one of the largest in attendance at the

conference, even though the college had a comparatively small total enrollment. The idea of emphasizing moral and spiritual values was catching on among the students of the college; a prior evidence of this development came when 18 students decided to attend (at their own expense) the Southern California Junior College Conference of the Student Christian Association, a two-day conference scheduled in the early fall of the year for junior college leaders.

We have concluded that the experience of students going to the Asilomar Conference under the sponsorship of the Rotary Club has been good for Bakersfield College. The realization that the Rotary Club of this city has been interested enough to appropriate funds for this purpose has been no small factor in the favor with which this project has been received on our campus. The fact that our student body leaders for two years have been participants in the experiment has also been an important element in selling the Asilomar idea to the students of the college. Whether the conduct of the total student group has been improved or not would be speculation. We do feel that an enriching influence has been brought into the lives of our students through this experiment. The students who have attended the Asilomar conference have made of the Inter-faith Council a popular agency on the campus. They have made numerous ap-

pearances before community groups, and they speak in a most impressive way about their experiences at Asilomar. The campus clubs which have a religious bent have added to their membership. Student sponsored programs on campus have on the whole reflected excellent taste.

Some exploration has been made into the possibility of using leaders from the Inter-faith Council in advisory responsibilities to the HiY and TriY groups in the high schools of our District. We have also discussed the possibility of our student leaders' assuming some responsibility for the

community youth agencies that work with young people of high school and college age. So far these proposals have not been implemented to the extent desired. We hope that something more specific can be done along these lines another year.

The Rotary Club plans to continue its Youth Guidance Committee which conceived the Asilomar project, and we have hopes that this cooperative adventure will continue for at least the next three years. At the end of that time we shall evaluate the total experience to determine what plans should be made for the future.

Community Resources Can Enrich a Curriculum

LLOYD A. MOLL

INTRODUCTION

GEORGIA SOUTHWESTERN College, a two-year institution geared to serve the general educational needs of the youth in its service area, made three significant expansions in its curricular offerings within the academic year 1952-53. It taught a course in the field of religion for the first time, it established a department of nursing, and it offered full course sequences in technical training for industry. Each of these expansions was made possible through interests and facilities in the immediate college community.

The course in Bible involves no full curriculum, but it reveals an interesting quality about the community; and because this is a state school, it will be rather fully discussed. Despite the fact that two of these expansions are clearly vocational, all of them are in response to opportunities and responsibilities which accrue from principles of general education. The viewpoint that fuses the diverse, the vocational, and the general needs brief explanation.

LLOYD A. MOLL, who is President of Georgia Southwestern College, was formerly president of Middle Georgia College. He also served as Director of the Naval Air Station Campus at Georgia Tech, and before that was District Superintendent of Schools in Valley Forge, Pennsylvania and a member of the faculty of Kutztown State Teachers College.

GENERAL EDUCATION

The objectives of the syllabus and the range of students taught, separately or in combination, impart the general quality to an educational program. General education serves the broad needs of citizenship and culture of the general population. It must, therefore, be varied and adaptable. It recognizes the vocational and professional objectives of the student, but it does so under principles of integration rather than under unrelated departmentalization. Society has become far too complex for narrow vocational training in any of its educationally recognizable segments, no matter what the educational level of the group.

Industry, business, agriculture, the armed forces, all have become so highly technical that, considering

numbers alone, a large part of the population must have at least two years of college to meet manpower requirements. The two-year colleges, above others, must address themselves to the general responsibility. They cannot be content with the subordinate implications of the term "junior colleges" even though, for want of a better label, they are listed under it. They recognize the need to prepare for early employment, though they reject the implications of "terminal education."

THE COLLEGE

Georgia Southwestern College is a unit within the University System of Georgia, with basic policies and functions determined by a chancellor and a board of regents. It was founded in 1907 as a congressional district school. When the University System was established in 1933, the college was already in full operation. Its enrollment from 1933 to 1942 averaged 331 students, with little variation from year to year. The conversion of district colleges into system-wide institutions is contrary to trends in some other states; but it has many possible merits.

Today matriculation fees are uniform throughout the state, and there are no regional limitations on student recruitment. However, the absence of geographical limitations has not prevented the college from functioning as a community institution. This com-

munity program goes further than sharing resource personnel or using college faculty in community activities.

As a state institution, the college makes no claim to special emphasis upon religious participation or study. The campus has an attractive chapel building with a seating capacity of 100, but this was erected by private contributions. While attendance at weekly college assemblies is compulsory, these are "assembly programs" rather than "chapel exercises."

THE COMMUNITY

The college is located in the city of Americus in Sumter County, a prosperous rural community with a total population of 24,500. The largest single industry in the city is a shirt factory. In Americus 12 denominations are represented in the churches. Recent church canvassing reveals that more than 90 per cent of the white people of the city are church affiliated.

A COURSE IN BIBLE

Many of the graduates of Georgia Southwestern continue their studies in denominational colleges. Upon transfer they are often required to take a freshman course in Bible. Out of consideration for these transfer students the college requested and was granted authorization to add Bible to its list of course offerings. Oddly enough, adult enrollment in the first class was

so heavy that regular students were not admitted to it.

Bible 101 carries five quarter-hour credits. It is divided into (a) and (b) sections. The (a) section deals with sources of Biblical writings, translations, relation of the writing to history, science, and social problems. Aids to effective Bible study are examined and used. This portion of the course deals mostly with the Old Testament. In the (b) section, main attention is given to the New Testament, with emphasis upon the personality and teachings of Jesus. Both sections make continuous application to the religious emotion in general humanity. A one-volume commentary is used as a basic text, thus providing class members with a fundamental tool for their continued study and teaching of the Bible in their church schools.

In order to admit adult students the course was taught at night, and ministers of near-by churches were invited to call it to the attention of their church school workers. Ninety-seven adults enrolled in either the first or the second quarter. Thirty-seven enrolled for both. Although the denominational affiliation of class members was generally known, this information was not requested on the enrollment card.

The class was conducted on a lecture-seminar basis. Opaque projections were frequently used as instructional aids. Class members ranged in

their academic backgrounds from holders of professional degrees to less than high school graduation. Some had had four or five prior Bible courses in denominational colleges. Class participation was good. At one of the early sessions, a student saw fit to write a personal question on his attendance slip. His question was answered at the next class meeting; from that time on, these questions became a regular feature of the evening's work. Usually they dealt with the main subject at hand. Sometimes they were personal or dealt with current religious events. Not a single untoward incident developed throughout the course.

The community is predominantly Protestant, and protestant Bibles were most frequently used in reference. However, resource persons from other faiths, including a Jew, a Buddhist, and a Mohammedan, were brought in to talk about their "Bibles."

THE DEPARTMENT OF NURSING

Georgia Southwestern College was authorized by the Board of Regents in February, 1953, to establish a department of nursing in collaboration with the Americus-Sumter County Hospital. A director for the new department was named at the April meeting. Authorization to plan toward the program had been granted exactly two years before.

The idea which culminated in the establishment of this department was

originally advanced by the Association of Hospital Administrators of Southwest Georgia. Immediately after the new hospital had been authorized by Americus, they proposed to the college that the Association be invited to hold its next meeting on the college campus and that the president of the college speak to the body concerning the possibility of setting up an affiliated nurses' training program. They expressed almost frantic concern about the shortage of nurses.

Planning for this department naturally entailed a great deal of study. Often, in the early stages, the idea seemed quite impractical. It was felt that since the costs of hospital care were so high, the local hospital could not possibly divert sufficient monies from its income to provide facilities and to staff and operate a school of nursing. Furthermore, the area of responsibility of the hospital extended over only a relatively short radius.

In contrast to the hospital, the college viewed this same shortage of nurses as an employment opportunity for the youth of its service area and thus as an educational responsibility to itself. Professional leaders in nurses' training urged that training programs take on an educational rather than an apprenticeship characteristic, and that educational institutions operate them, including the planning and supervision of clinical experience. The college had available laboratories, classrooms, library, and dormitories

and an organized teaching staff and administrative personnel. It could expand its program to include the training of nurses with relative ease and without making more financial contribution to this group of students than it was already making to students in other departments, such as commerce, liberal arts, and the pre-professional areas.

This, then, is the program. The college provides the conventional academic instruction, and in accordance with the Plan of Affiliation "in the field of nursing itself it will provide instruction in nursing arts and in the curricular areas for which clinical experience is provided in the hospital." Specific clinical facilities obtained locally are in the areas of medical, surgical, and obstetrical nursing. Clinical experience in pediatrics, psychiatric, and tuberculosis nursing are obtained by affiliate arrangements with hospitals specializing in these fields. The curriculum extends over three years. It is strongly vocational, as is common to these curriculums, but it is in answer to the purposes of general education through the group it serves.

The student nurse is in every sense a regular student of the college. When she completes her training, she is awarded a junior college diploma and is prepared to take the state board examinations for nurses. Her total matriculation fees are the same as for other graduates. The total amount

of instruction provided by the college is slightly less than for other students, since the medical staffs of the hospitals provide a considerable portion of it. Hospital stipends bring the net costs to the student in this program substantially below corresponding costs to students in two-year programs in other departments.

In planning for this department, the college had the continuous help of the Board of Nurses Examiners for Georgia through their director. The local hospital staff of doctors gave their advice and pledged their continuing support in instruction. The plans were reviewed and endorsed by the president of the Nurses' Association of Georgia. An advisory committee of 13 civic and professional leaders in the community was of great help in finding the basis for a proper relationship between the college and the hospital and in gaining support for the program. The local chapter of the American Association of University Women obtained a considerable number of scholarships for this department from community groups. The department seems to be well planned and well launched.

The program was officially begun with its first class in September, 1953. It contains many further possibilities for the improvement of nursing service in the hospitals of this area of the state through short term courses and conferences.

TECHNICAL TRAINING FOR INDUSTRY

The college was authorized to collaborate with the South Georgia Trade and Vocational School in establishing a program of technical training for industrial workers two years ago at the same meeting of the Board of Regents at which it was authorized to plan for a program in nurses' training. Since both institutions were already in operation, the task was greatly simplified. However, it was not until September, 1952 that a full two-year curriculum was put into effect.

What is now the South Georgia Trade and Vocational School was organized as a primary flight training school during World War I and was again so operated during World War II. As a vocational school, it is operated by the State Board of Education. It has excellent shop and laboratory facilities for at least 14 different trades. The diesel shop alone is equipped with 21 live diesel engines built by seven different manufacturers. The diesel equipment is valued at \$150,000.

During the exploratory period, a study was made of industrial personnel in the main population centers in southwest Georgia to learn something about the probable personnel needs. The college was not unmindful, of course, of the fact that many of its graduates would find employment away from their homes, and that the technical curriculums themselves

would be used by some students for exploratory purposes. It was decided that the pervading objective should be to prepare students for the general needs of small industry and business. The program was to have the vocational outlook of general education rather than the semi-professional outlook of a technical institute.

The curriculum requires mathematics through trigonometry and includes a course in engineering drawing. In addition to this spatial mathematics, and with an eye toward small private business and management, it includes a course in accounting. Two courses (ten credit hours) are required in the physical sciences. One third of the student's credit toward graduation is earned in practical shop. In the freshman year he takes one quarter each in woodwork, machine shop, and basic electricity. In the second year he works in the field of his chosen specialty. At the present time he can choose from five fields: aircraft, aircraft engines, auto mechanics, diesel engine, and radio-television. The core-curriculum of the college applies largely in the remainder of the student's work. In the amount of time which these curricu-

lums demand of the student, and in the related subject matter fields which are involved, they are undoubtedly among the most rigorous curriculums on the program of studies of the college.

A significant aspect of this program is the fine and ready cooperation which has consistently prevailed between two state educational bodies, each a constitutional body, the State Department of Education and the Board of Regents of the University System. A duplication of facilities within the community could not have been justified, and not to have used the facilities would have been neglectful. Beginning with the local administration and extending to the superintendent of public instruction, the college had the fullest cooperation in all conferences and arrangements. The state director of vocational teacher training, now deceased, needs special mention for his laborious work in writing course syllabi for the shop work. The program offers great possibilities to the state and its youth, and there is a lively interest in it. Other technical syllabi will be added as the need for them arises.

Community-College Relations: Whose Responsibility?

GUY C. DAVIS

EFFECTIVE public relations is generally accepted by leading community college educators as one of the keys to the success of the college program. Some community colleges are criticized by the public because it is felt that the educational program is not meeting the needs of the community. In some instances the criticism is justified, but in many cases it is not. In most situations the criticism comes because the public is not aware of community college objectives. Education is the public's business; therefore, it behooves community college educators to keep the public informed. The community is entitled to know the kind of educational program that is being attempted.

If the community college has a sound basic foundation program, it deserves a sympathetic and understanding public. An informed public usually is a sympathetic one, especially when the educational program is achieving results which are beneficial to the community and society in general. However, no community college can continue indefinitely to operate at a high level of effectiveness if it lacks

President of the Colorado Junior Schoolmasters, GUY C. DAVIS has been an elementary school principal, a school superintendent, a county superintendent of schools and is now Director of Student Personnel at Trinidad State Junior College in Trinidad, Colorado.

the goodwill, confidence and understanding of the public which it intends to serve.

No one plan of public relations will be suitable for all community colleges. Therefore, it is necessary that each college adopt a plan of organization to fit its own community.

Public relations is commonly thought of as a function of administration. It is true that the major responsibility for this program resides in the office of the chief administrator of the college and that he must decide the general nature of the program.

A program of community-college relations, under ideal conditions, should be organized under the direction of a professionally trained director of public relations, who should devote full time to the work. He should be responsible to the chief ad-

ministrator of the college for carrying out institutional policies and administrative directives; however, he should be free in handling his duties.

The director should be well qualified in personal characteristics, training, and experience. He should possess executive ability and should be able to co-ordinate and direct the public relations activities.

Since most community colleges cannot afford a full-time director, some will have to combine the position with other college administrative responsibilities. To help the public relations director perform his duties more effectively, a public relations council composed of representatives from the faculty, the students, the alumni, the non-teaching personnel, the administration, and, if possible, the board of education should be organized. This council should function as a policy-making and advisory board under the general administration of the college.

If the community college is to meet the changing needs of society generally and the local community in particular, it must carry on a continuing study of community life, interests, and

needs. Public relations calls for a policy that will result in unity of purpose of all people in the community. When this unity is achieved, the community college will have a more sympathetic taxpayer, a better-informed graduate, a happier student body, a more co-operative administration, and a more understanding faculty.

The public relations program in the community college must be all-inclusive. Everyone who comes in contact with the college is, to some degree, an integral part of the institution. These contacts include the community college board of education, the administration, the teaching and non-teaching personnel, the students, the parents, the alumni, and the community in general. It is of paramount importance that these groups recognize the need of public support and the effectiveness of gaining this support through a strong, continuous program of college-community relations. These groups must realize that the type of program described here can be accomplished only through the unselfish support and cooperation of everyone associated with the college and the community.

Church-Community Development

GARLAND A. HENDRICKS

"THE PROPHET that hath a dream, let him tell a dream," declared Jeremiah. P. L. Elliott had a dream. So did former Governor O. Max Gardner, Judge E. Yates Webb and many others who were friends of Christian education. When Mr. Elliott was inaugurated President of Gardner-Webb College on May 6, 1944, he said to the world, "We must know our community and all its needs—vocational, civic, religious—and then build our program and constantly revise it to meet those demands. We must begin here a program of rural adult education that will touch the whole life of all the people, white and black. Our college, if it meets its challenge, must enter the lives of the farmers and the housewives, the textile workers and the wives of the textile workers. The college should operate constructively in the civic, economic, social, political, and religious life of our people. Let me give you an example of what I mean. This college is owned and operated and supported by the churches of these two associations. Our endowment is their loyalty. A religious education department should be actively functioning

Formerly Director of Church-Community Development at Gardner-Webb College in Boiling Springs, North Carolina, GARLAND A. HENDRICKS is now Professor of Church-Community Development at Southeastern Baptist Theological Seminary in Wake Forest, North Carolina. He is the author of a book, Biography of a Country Church, and has also published in Christian Education.

in every church in these associations. The churches should be the laboratory in which what is learned and taught here can be acted out. At the same time, the officers and teachers in the churches, assisted by the teachers here, can carry out a program of classes in the college night and day, not for college credit, but to increase their usefulness and efficiency. . . . In the same way, we can extend every department of our college vitally into the lives of our people."

The first steps toward realizing this dream were to build up a student body and to construct new buildings. The people of means and those with little money rallied alike to the challenge of the hour. The student body increased from 71 in 1944 to an aggregate of 460 in 1949. Generous

gifts from individuals and churches made possible the construction of one new building after another.

Realizing that it requires more than students and buildings to make a great school, the President set out to build a strong faculty and to meet requirements for standardization. He saw the need for a strong Public Relations Department, and for this important position in 1947 called the Reverend Ben C. Fisher, who was at that time pastor of First Baptist Church, Newton, North Carolina. Mr. Fisher had a rich background of experience for this task and, as Executive Assistant to the President, proved himself a vital part of Gardner-Webb's growth. The President and his public relations assistant have worked hand in hand to develop a dynamic program of work and to win the confidence of the people in the college. The faculty has grown to 30 in number. These teachers are being provided one of the best physical plants in the South for their work. Friends of the college have invested more than a million dollars in buildings since 1944. These include the O. Max Gardner Memorial Student Building and the new Dover Memorial Library Building, one of the best anywhere.

Mr. Fisher has been instrumental in creating ways and means of realizing the dreams of President Elliott. Together the prophet and his co-worker have now realized five great

dreams: a radio center, a health center, a nurse training program, a miracle farm of 1,042 acres, and a church-community development program.

In 1947 radio station WOHS, Shelby, and station WBBO, Forest City, offered a considerable amount of free time to the college. Late that year, Mrs. Paris Yelton, a trustee and an outstanding lay leader in the First Baptist Church, Shelby, made an initial gift of \$500 towards the purchase of equipment. The station on the campus now has approximately \$5,000 worth of standard equipment, including a six channel console, turn tables, and other equipment. The college uses its station for disseminating information about the college activities on the campus, and Gardner-Webb offers a public service ministry in the fields of health, safety, child-care, and child guidance. In addition, religious programs in drama and music are presented by remote control through Shelby. For the past three years, Gardner-Webb has utilized powerful WMIT FM, on Mount Mitchell to carry Southwide Christmas music.

NURSE-TRAINING PROGRAM

The college has cooperated extensively with Shelby Hospital in their nurse-training program. Located 10 miles from the college, the hospital transports 22 student nurses to Gardner-Webb.

In order for the hospital to meet the requirements of the accrediting agencies, it was necessary for the college to maintain at least two special staff members to teach courses in such sciences as chemistry, biology, zoology, and psychology. By sending the nurses to Gardner-Webb for this part of their training, both Gardner-Webb and the hospital are benefiting the people of Cleveland County. The taxpayers are saved a considerable amount of money. The hospital produces better trained nurses because of highly qualified teachers and the college laboratory facilities. The college finds that these students are a wholesome influence and make a valuable contribution to its student life.

Upon recommendation of President Elliott, the Board of Trustees of Gardner-Webb College voted unanimously to conduct an experiment in community service by providing more adequate medical service for the entire Boiling Springs Community. The village itself is small, but the countryside is thickly populated in all directions. More than 10,000 people live in the area which would be expected to use these facilities. So instead of building a college infirmary, administrators decided to construct the Royster Memorial Health Center.

With 12 beds, the health center is now fully accredited as a hospital and clinic for general medicine, obstetrics, and minor surgery by the North Carolina Hospital Association, and the

American Medical Association Council on Schools and Hospitals.

Since the Health Center began operation in 1950, it has taken care of the health needs of the students and faculty of Gardner-Webb College, and in addition has rendered such services as: treatment for 8,000 outpatients, 74 tonsillectomies, 150 births, 110 blood transfusions, 50 electro-cardiograms, 673 pints of blood collected for war. This health center made the southeastern record in March, 1950, with 203 pints.

Dr. Wyan Washburn supervises a staff of four regular nurses, two nurses' assistants, and such routine help as is needed for cleaning and preparing meals. Working facilities include 12 beds, laboratory, kitchen, X-ray room, examination room, surgical apparatus and room, emergency receiving room, staff offices and ambulance entrance.

Some time before his death former Governor O. Max Gardner gave the college a farm, located a mile and a half from the campus and consisting of 1,042 acres, most of it in pine trees, some 75 acres cleared. The buildings were dilapidated, the land run-down.

The resources of Gardner-Webb were absorbed in the rapid growth taking place on campus. Some friends of the college interested the Shelby Lions' Club in sponsoring a project to make a model farm in one day. Under the leadership of Lion Presi-

dent Dick LeGrande, plans were set up to prepare, seed, and fence pasture land for beef cattle and hogs, construct a cattle barn and a poultry house, remodel an old farm dwelling, construct a dam for a fish pond, and clear several acres of land for cultivation. Careful planning was necessary.

On August 31, 1950, some 20,000 people came from two states to participate in a project which added at least \$75,000 to the value of the college properties. Governor W. Kerr Scott and United States Secretary of Agriculture Charles F. Brannan were among those on hand to watch this miracle take place.

Before the day was over, much of the following work had been completed: 100 acres of land cleared, sown in permanent pasture and fenced; 75 acres of land prepared and sown in small grains; one cattle barn 52 feet by 96 feet erected; cement block chicken house, 100 feet by 40 feet erected; four farrowing houses erected; one 24-foot well dug and pump installed; one six-room tenant house completely renovated, including wiring and plumbing; a one-acre fish pond built; 75 farm tractors put in operation and 45 heavy crawler tractors and bulldozers going into action all day.

All of this work lent aid to the better accomplishment of the purpose of this farm, which is to provide the following things for the college: beef,

pork, and eggs for the college dining hall; work scholarships for boys who must earn part of their expenses, opportunity for practical training for youths interested in agriculture as a vocation, a place to demonstrate stewardship of the soil.

MIRACLE FARM DAY

August 28, 1951, found Gardner-Webb celebrating its Miracle Farm Day of the previous year with a large cattle show. Two thousand people from several counties gathered to witness this show, leaving with a greater interest in cattle and pasture lands.

Another part of President Elliott's dream was realized in the establishment of a Church-Community Development Program. In the fall of 1950, the author moved from his church in Apex, North Carolina, to head this department, which endeavored to serve all the churches in the vicinity.

This department makes a varied approach in trying to assist both churches and communities. A large part of the program deals with teaching. Two classes, *A Church At Work* and *Community Building*, are offered students at the college. These courses are designed to show the students how to make and execute a program of work for their churches, to show them what makes a community and how to use all its resources for a better community life.

Adult education is another part of the teaching program. Four classes are offered: The Bible, A Church At Work, Church Music, and Church Organization. Sessions are held for two consecutive hours one night each week for nine weeks. These night schools have been conducted on the campus in the towns of Shelby, Morganton, Lincolnton, Gastonia, Belmont, Valdese, and Rutherfordton. Last year 1,093 persons enrolled.

Pastoral and church counseling is another area in which the religious department works. Through this work, it has endeavored to bring the best available information on church work to all who ask for it. Here pastors can find help in surveying their resources and needs, in studying and planning buildings, and programs of work, and in many other fields.

Books are being provided by friends interested in this work. These books cover the whole field of rural life, agricultural and industrial development. A complete set of educa-

tional and promotional church literature is being secured. In addition to this library, there is already the beginning of a visual aids library with kodachrome slides on various fields of church and community activities.

Research is another area in which the department is active. At present, the group is working on a special project tracing the influence of churches in community life in Cleveland County, North Carolina. This study involves a review of the historical development of churches in relation to the various aspects of community life and growth, and a profile of the present life of churches within their community and county.

And so through a public relations department, radio, a nurse-training program, an active community health center, a farm project and a church-community development department, Gardner-Webb, guided by leaders with a vision, reaches out to "serve all who want her service, blessing all with outstretched hands."

A Community Theatre for the Community College

GEORGE DETMOLD

A COMMUNITY theatre can prove an interesting and rewarding experience!

The difference between going to the movies and putting on a play is most often the difference between passing the time and using it for something both creative and highly exciting. No disparagement of the movies is intended; they are the only American contribution to the only art with a national American audience: the drama. But the drama can be made as well as looked at, and the means for making it in small communities should be of interest to the community college—which by definition exists to serve the people in its area in as many ways as its resources will permit.

The community college which does not yet have one should consider sponsoring a community theatre. There are certain advantages peculiar to such a program: the easy and informal association of townspeople, faculty, and students; the sense of community pride in community achievement; the fun; and the further development of the college as an educational center where education becomes instructive because it is enjoyed. Moreover, there are few real

Drama has long interested GEORGE DETMOLD, who has published several articles concerning the theatre in the *Shakespeare Association Bulletin* and in pamphlet form. Dean of Instruction at Gallaudet College, he also organized and directed for two years the community theatre in Aurora, New York.

difficulties lying in the way. It is physically and financially possible to produce plays that will reflect great credit on the community and will in several important ways be superior to the most highly polished Broadway production.

Most people know little about the actual production of plays. However much they might like to try their hands at it, they are baffled by its mysteries and are reluctant to make themselves ridiculous before an audience of their neighbors. What they need at the outset is assurance that the task is not beyond their powers. Here the college is eminently qualified to help, for it surely has someone on its faculty who is familiar with the literature and criticism of the drama, who has had some experience in play production, and who either is qualified to direct a play or is not afraid to

learn how to do so by studying books on the subject and experimenting with a cast.

If a director can be found, the rest is easy. The next step is to organize the people who will constitute the company. They should be of all ages, should come from all groups in the community, and should feel at all times that the company belongs to them and not (as in the professional theatre) to the director. It is important that the organization be informal and that the membership be large—open to everyone interested. As a rule, the smaller the community the more responsibilities each resident will have to his church, the Boy Scouts, the American Legion, the Masons, the Community Chest, and to the host of other local activities which distinguish American community life. If a community theatre is to be active and still not exhaust its members, it will probably have to be run by a largely rotating membership, who will work on one or two plays a year and will be content to help in lesser ways on the other one or two productions. If the officers of the group will have time enough to guide all its activities for a year, there is no reason why the community theatre cannot operate successfully.

One business meeting a year should be sufficient; at this time officers can be elected and policies and program determined. For the rest of the year the company can operate in small

groups for try-outs, rehearsals (two or three a week), stage setting, and in committees for costuming and public relations. If two or three months are given to each production, the company will do well to produce three or four plays a year.

The physical and financial problems in establishing an active community theatre can—with the help and advice of the college—be easily solved. If the college already has a dramatic program for its students, and an adequately equipped stage, the problems lie chiefly in scheduling times for community rehearsals and performances. But if it has no stage and no dramatic program, it might well consider presenting plays in the "arena" style.

ARENA STAGE

The arena stage is basically an open space (in a hall or gymnasium) around which an audience of 200 to 400 can be gathered in chairs or bleachers. No scenery is required; lighting can be effective whether it is simple or elaborate. Properties must be convincing but need not be expensive, since they are usually borrowed from residents in the area. Actual staging expenses for a play need not run above \$10 or \$20. Best of all, the audience is likely to enjoy an arena play more than one staged in the traditional manner. Since they are close to the actors, they will hear every word, they will see everything that happens, they can be drawn into

the action in a manner that is not possible in traditional staging, which is designed to isolate the actors from the audience.

Even if the college has a traditional stage, well furnished with curtains, flats, lights, and other equipment, it should consider certain financial and other practical virtues of arena staging. Community players are likely to be worried more by scenery than by acting. The less attention devoted to scenery, the more money will be saved, the more time can be spent on characterization and interpretation of the play—and the more the audience will be involved in the action if it is encouraged to create part of it (such as scenery) in its own imagination. Actually, a bare stage can be more effective than any kind or amount of scenery—and this is the reason that many plays of the modern professional theatre are more exciting in rehearsal than in performance. The community theatre offers the opportunity to return to certain historic (and inexpensive) fundamentals of dramatic production.

There is no reason why the expenses for any community production should run over \$100; and considering that between \$25 and \$75 of this amount will be spent for royalties, it can be seen that it is possible to produce a play very economically and yet in a highly effective manner. With tickets selling somewhere between 50c and \$1, the usual community the-

atre should be able to make a small profit on every play—enough to add slowly to lighting equipment or to hold a benefit for the town library.

The secret of a successful production is to involve the imagination and the emotions of the audience. Good casting and acting, a relatively bare stage, an easy and informal atmosphere in the audience—all these are important. So is the choice of the play. The community players, especially at the start, should take pains to choose plays that will be meaningful to the audience before whom they will be presented. This does not mean that the old classics should be avoided (one of the most effective Christmas plays for a small community is the *Second Shepherds' Play*, which was written 500 years ago in England). But great care should be taken that the characters seem familiar to the sort of people who will see the play, that the theme be of concern to them, and that they understand everything that is said. The director should not scruple to make alterations in the original text. Old jokes should be brought up to date (or omitted); unfamiliar words or references should be translated into locally familiar terms.

It goes without saying that a play should be chosen also with the actors in mind. Especially in the early productions, the players should not be asked to handle characters alien to them in work, interests, or speech. Nothing will build their confidence

faster than a part which they can understand and in which they can feel at home. Some parts (they will soon discover) they can act with greater conviction than can the professional Broadway actor, who in spite of a more polished technique, works with difficulty as a character whom he does not really understand. One of the great advantages in producing a play for a local audience is that the ability of the actors and the interests of the audience can be accurately gauged beforehand—and the production very easily assured of success.

This does not mean that community theatre need be in any sense inferior to Broadway theatre, or that one must "write down" to a community audience. As long as they understand what they see, they will recognize trash and will enjoy the finest plays written. But since most communities in the United States have been living in a theatrical desert, they need a little help in understanding good drama and in establishing their own living theatres. No one institution at present seems better qualified to give this help than the community college.

Community Colleges and the Adolescent Student

STEPHEN E. EPLER

COMMUNITY college personnel are well aware of the importance of a close relationship with the local community, and excellent programs are developed to serve local needs. Concern for the adult community should not result in the neglect of the individual needs of the adolescents, the 17 to 20 year olds, who make up the vast majority of the full-time students of most junior colleges. The needs of these individuals include more than the art of mastering traditional subject matter and learning vocational skills. Junior college staff members could well give more attention to understanding the social, psychological, physical and spiritual needs of the adolescents they serve.

Emphasis in junior colleges has varied from period to period in its short but vigorous history. Before 1930, in the developmental period which saw the number of junior colleges exceed the 400 mark and enrollments rise to more than 60,000 students,¹ the emphasis by necessity was to seek status among the older insti-

Originator of six-man football, STEPHEN E. EPLER has distinguished himself in other ways also with articles published in the *Junior College Journal*, *School and Society*, *Scholastic Coach*, and others. He is Director of the Day Program of Portland State Extension Center.

tutions of higher education. This was done in a large measure by carefully copying the freshman and sophomore courses of the state university and the respected liberal arts college. The junior college sought to prove that the recipient of its courses could finish the work for the bachelor's degree as acceptably as his contemporary who took all four years at the degree-granting institution. This emphasis is still dominant in some junior colleges.

Probably the period of the 1930's and early 1940's can be characterized by the emphasis on vocational and semi-professional training, usually called terminal education. Terminal education is now an accepted and continuing part of the program of many junior colleges. It fills a vocational need for thousands of adolescents. It serves business and industry with its increasing demand for semi-professional employees who need more

¹ Jesse P. Bogue. *American Junior Colleges*. Washington: American Council on Education, 1948, p. 9.

than high school training, but less than four years of college. Dr. Bogue in *The Community College* cited studies showing this increased demand. One study he reported indicated that an average of 5.2 semi-professional persons were needed for each professional worker with four years of college. He cited another study of 99 industrial concerns which required 4.4 semi-professional technicians for each professionally trained engineer.² The terminal emphasis of the community college should and will continue.

Most promising is the community emphasis of the junior colleges in the post World War II period when the number of junior colleges reached 593, with enrollments of 572,193. (*Junior College Directory*, 1953. p. 3). The concept that the junior college program should grow out of the local needs is worthwhile. Community colleges are adding adult education programs—recreational, cultural, and vocational—to bring father and mother, middle-aged and elderly people back to the classroom.

College staff members are surveying the community industry, agriculture, business, and other areas to determine needs and to plan new courses. The future is certain to bring more and better adult education based on the needs of the adults as

related to the community of which they are a part. The community college can continue to serve adults and the community and to concern itself more with the needs of the post high school adolescents who attend in increasing numbers as full-time students.

Another trend evident from the beginning of the junior college era is the increasing proportion of the population entering institutions of higher education. From 1900 to 1950, while the population of the United States was doubling, the enrollments in post high school institutions increased more than ten fold.³ Junior colleges have played an important part in this increase by making it possible for thousands, who otherwise could not afford a college education, to live at home and attend college. This program has eliminated much of what is aptly called "geographic discrimination"—a condition which existed for many youth living in areas that formerly provided no higher education facilities.

What needs of adolescents are served by junior colleges? Earlier psychologists thought of the adolescent period as one of turmoil, rapid growth, and emotional stress. More recent studies find little foundation

² Jesse P. Bogue. *The Community College*. New York: McGraw-Hill Book Company, Inc., 1950. p. 62.

³ Office of Education, Federal Security Agency. *Biennial Survey of Higher Education*, 1948-50, Chapter 4, Section I, page 6. Washington: Government Printing Office, 1952.

for these assertions.⁴ Growth is a gradual, continuing process even in adolescence. The reactions of most adolescents to new and complex situations probably would not vary much from those of persons ten or more years older also placed in the same situations for the first time.

The needs of adolescents are summarized by one psychologist as:

. . . the need for status, security, and acceptance, particularly with reference to the opposite sex and with adults; the need for independence from home and parents, involving acceptance as a free-thinking, responsible adult; the need for satisfactory orientation to vocational life and the achievement of economic independence; the need for the modification of early standards of conduct and the evolution of a personally adequate set of values and code of conduct; the need for the development of general understandings regarding more abstract and mature concepts characteristic of the modern adult world; the need for the satisfaction of biological needs.⁵

The need for security and acceptance of the adolescent may be recognized in a number of ways by the junior college. The individual should be helped to find his place in school activities and in social and special interest groups of the college. The counseling service found in many colleges is indispensable in aiding the student

with difficulties in this area. New classroom methods, especially in the social sciences in which group work is stressed, give further opportunity for the student to gain status and acceptance.

Most community college students live at home and will continue to live in the community after college graduation, permitting the school and home to work together in assisting the adolescent to achieve responsible adulthood and satisfactory vocational adjustment. This combination of home, college, and community is strong in encouraging the development of the adolescent into a responsible community member. It avoids the artificial situation criticized by Baker Brownell in which the student leaves home to live in a college dormitory or a college fraternity house in a play world called the campus, withdrawn from the life of the community.⁶ Community college staff members should give thoughtful study to making the most of the resources provided by the home and community in meeting the needs of the adolescent for achieving vocational competence and adult responsibility.

The need of adolescents to have an adequate set of values and morals and to understand the fundamental questions of the world and universe in such areas as religion, art, philosophy,

⁴ Raymond G. Kuhlen. *The Psychology of Adolescent Development*. New York: Harper and Brothers, 1952.

⁵ *Ibid.*, p. 285.

⁶ Baker Brownell. *The College and the Community*. New York: Harper and Brothers, 1952.

ethics and music should not be neglected by the community college. The current emphasis on general education which would assist the student to be more than an efficient producer and competent technician is an attempt to meet these needs. Adolescents throughout their lives can expect to have an increasing amount of leisure time for continuing study in these areas as a result of constantly improving technology. Intellectual, moral, and civic integrity is important. Community college teaching in this area, to be effective, must be by example and experience as well as through lectures and books.

The biological needs of the adolescent as well as the survival of the community depend upon the proper relationships of the opposite sex. Courses in family living and in the field of biology can do much to assist the youth in making socially acceptable adjustments in this area. The college, especially through its social program, serves as a matrimonial agency by bringing together individuals whose interest in each other often

results in marriage. Most college women eventually become wives and mothers, and many wish their college experiences had included more courses in cooking, homemaking and child care.

It is not the purpose here to minimize the good work that community colleges are doing in transfer programs, terminal education and in meeting community needs through such programs as adult education. In doing these things, however, the college faculty and staff should be continually conscious of the needs of the adolescent. Those people working with junior college students should read professional literature including works on adolescent psychology. The present trend to include professionally trained counselors who are well grounded in psychology on the college staff is to be encouraged. The community college exists to serve its students. Continuing study of those students and the community in which they live is an imperative for all community college staff members, teachers, counselors and administrators.

Why a Junior College Movement?

CLAUDE B. BOREN

Social factors contributing to the development of the junior college.

PART ONE: ORIGIN OF THE IDEA

The idea of the junior college as a separate type of educational institution seems to have originated among educators and administrators of colleges and universities. Different reasons for advocating a junior college have been expressed by these earliest proponents of such an institution, but all of the reasons are related to the belief that the first and second years of a standard college or university are secondary education and, as such, should be separate from the advanced and graduate years. No doubt it was felt that reorganization along this line would result in a more effective course of instruction for the advanced students. Those educators who considered the college or university as a research institution naturally would favor a reorganization of higher education which would remove the freshman and sophomore students from the campus.

This separation of the first two years of college from the junior, senior, and

A graduate student in sociology at The University of Texas, CLAUDE B. BOREN made an exhaustive study of the junior college movement. Some of his report is included here.

graduate years, where specialized instruction and research occur, was advocated as early as 1852 by President Henry P. Tappan of the University of Michigan, who suggested transferring such work to the high schools. In 1869 President Folwell of the University of Minnesota expressed a similar idea; then, in 1891 President Adams at Cornell University concurred in this plan. In 1892 President William Rainey Harper at Chicago University not only strongly advocated such a plan but put it into effect at his university. In 1896 he adopted the term "Junior College" for the lower division of the University of Chicago.

Finally, in 1908 the National Council on Education appointed an "Economy of Time" committee, under the chairmanship of President James H. Baker of the University of Colorado. After five years of study, this com-

mittee, in 1913, issued a formal report in which it advocated the reorganization of higher education to take into account the secondary nature of the first two years of college by removing them from the college curriculum and making the college a place for advanced study.

From this recommendation it is apparent that the early advocates of the junior college considered that this new institution would serve to provide the first two years of the instruction usually found in a college or university, that is, the 13th and 14th years of school, the freshman and sophomore years of college. Certainly the first junior colleges were organized in accord with this idea, but the eventual spread of the junior college idea among the general public cannot be explained merely in terms of a reorganization of higher education.

The first junior college was established in 1896; four years later, in 1900, there were, in the United States, eight junior colleges, with a total enrollment of 100 students. By 1952 the number of junior colleges had increased to 586, with a total enrollment of 576,453 students. A strong public sympathy for the junior college is evidenced by the fact that most of these schools are public institutions. If we are not to explain this public endorsement in terms of a demand for the reorganization of higher education, to what fact or factors may we turn for explanation?

One explanation which might be examined is that of an influential lobby or other organized group seeking to create a public opinion favorable to the development of the junior college movement. There seems to be no evidence to support such an explanation. The pioneers of the junior college, previously mentioned, acted quite independently of one another, over a period of 50 years. No doubt they exerted an influence upon one another and upon other professional educators, but it is doubtful that their ideas were known to the general public. The "Economy of Time" committee represented an organized group, but this group was studying a specific problem, not attempting to secure widespread public acceptance of their recommendations. If we consider that this group did constitute a lobby, we are no nearer an explanation of the widespread development of the junior college, for this committee was concerned only with a reorganization of higher education.

Not until 1920 did the representatives of junior colleges assemble as a group and make plans for a formal organization. The first meeting of this organization, The American Association of Junior Colleges, was held in 1921. However, in 1922 there were already 207 junior colleges in this country. Therefore, the junior college movement from 1896 to 1921 must have developed by means other than organized lobbies or propaganda

agencies. This is not to say that the Association is primarily or expressly a lobby organization, but to show that it could not have been a factor prior to its organization in 1921. Since that date, it must be considered a factor in the further development of the already existing junior college movement. From the above facts it is concluded that no form of lobby or organized propaganda agency is responsible for the public support of the junior college movement; apparently, there were existent in society certain conditions which led to public endorsement and support of the junior college. We suggest that this support would not have been forthcoming if the junior college were merely a reorganization of higher education. The junior college must do more than provide the first two years of college if this public acceptance is to be explained.

PART TWO: ADDITIONAL FUNCTIONS

Writers in the field of the junior college have compiled extensive lists of functions and purposes served by this type of institution. Usually such lists are based on statements made by junior college administrators, or statements found in junior college catalogs. The diversity of purposes stated tends to substantiate the argument that these junior colleges developed in response to local demands, rather than in response to an organized effort. Typical of these stated functions are those listed below:

1. Offers two years of work acceptable to universities.
2. Gives opportunity for "rounding-out" general education.
3. Offers preparation for an occupation; semi-professional training.
4. Popularizes higher education.
5. Continues home influence upon student.
6. Manages social control of the student in small groups.
7. Makes an opportunity for leadership training.
8. Permits better instruction for those two years.
9. Allows for exploration of subject matter fields.
10. Offers courses adapted to local needs.
11. Affects the level of cultural interests of the community.
12. Encourages adult education, cultural and vocational.
13. Removes matriculation difficulties.
14. Democratizes higher education.

This list could be extended further, but to do so would entail even more duplication than already exists. It would be more meaningful to analyze these various stated functions into general categories, as has been done by Eells, Seashore, and others. The general functions ascribed to the junior college then may be considered as:

1. The Popularizing Function; that is, making available the benefits of higher education to persons who would not otherwise receive them.
2. The Preparatory Function; that is, offering the first two years of the college or university curriculum for students who will transfer for more advanced study.

3. The Guidance Function; that is, providing for individual participation in college activities, instructional and others, on the basis of individual interests, abilities, and needs.
4. The Terminal Function; that is, providing specific vocational preparation for entry directly into employment.

At this point in the discussion, we find that the junior college has been assigned functions other than those of merely duplicating the first two years of university work. Is the answer to our question "why a junior college movement?" to be found in these functions which it serves? Logically we would expect public support of a new institution only if that institution serves the needs of that public more efficiently than any other existing institution, or if it serves needs not being met by any existing institution. The answer does seem to reside in this assumption, but there is a further consideration; the public or society served must be aware of these needs and must seek a means of resolving them. If the junior college is thought of as an institution responding to the needs of society, then any consideration of the development of the junior college movement eventually must come to a consideration of the social and economic conditions which create these needs.

Before proceeding to a discussion of social factors influencing the junior college movement, it might be well

to re-state the original question, "why a junior college movement?" in terms of the preceding discussion. If we do so, the question for consideration may be stated, "why has there been popular support of an institution to provide higher education for more people, to provide preparatory education, to provide guidance for students, and to provide terminal education?" We shall look for the answer in terms of a changing population base of our society, a changing occupational structure, increasing complexity of society, and a democratic ideal of education for everyone.

PART THREE: THE FACTORS

There is widespread acceptance of the influence of the democratic tradition toward furthering the junior college movement.

"... a democratic society demands well-educated, intelligent people. The overwhelming majority of the citizens of this country believe this, and are determined to have it so. To write this belief into public policy has been one of the longest and hardest fought battles for social welfare. It is almost common knowledge that Thomas Jefferson was one of the first American leaders who clearly and strongly advocated free public education. It was necessary for prosperity; without it, democracy was unthinkable."¹

That this ideal has been realized piecemeal, a bit at a time, until education

¹ Jesse P. Bogue, *The Community College*, New York: McGraw-Hill Book Company, Inc., 1950, page 4.

through the 12th year is almost universally provided today, gives rise to speculation that the next logical step would be to provide for the junior college years. Thus, the public junior college represents a natural extension of the public school system, and a partial realization of the democratic ideal that secondary school and college education should be available to everyone, rich and poor alike.

An additional part of the democratic tradition has to do with stress upon the value of the individual, and the belief that each individual should be allowed, even encouraged, to develop himself to the fullest extent of his abilities. From this conception an educational goal of providing the means of this development would be derived. The guidance function of junior colleges represents an attempt to fulfill this aim. The popularizing function is an attempt to provide higher education for more and more people, in keeping with the need of democracy for a better-informed, intelligent, contributing citizenship.

Seashore expresses it as follows:

"Higher education is gradually molded on two principles: the natural distribution of mental abilities and the law of supply and demand for educated persons. If we attempt to formulate an educational policy beyond the high school on these two bases, it tends to take the following form: the American policy should be to give higher education to each individual somewhat in proportion to his natural ability and, thus, provide higher cultural education for

every occupation to the extent that the expenditure can be justified in terms of the needs of the community, both economic and cultural."²

William Rainey Harper, in discussing a proposed reorganization of the educational system, supported the proposal with 12 statements, two of which bear directly on this discussion. His 11th statement:

"The belief, more and more generally accepted, that the work of the school must be adapted to the needs and possibilities of the individual pupil, rather than that pupils should be treated in mass"; and, number eight: "The tendency, everywhere apparent, to extend the scope of educational work offered by the state or municipality."³

Writing in 1905, Hedgepeth tells us:

"The six years work offered by the Goshen High School is the result of a real demand, rather than an experiment based on any academic discussion as to the advisability of such an extension. During the past few years a considerable number of the students have returned in the years following graduation, to do work in the undergraduate courses. These pupils felt the need of a more extended course in school, but many of them were unable to meet the expense necessary to a college course. Also, a number of parents kept their children at home the year following graduation because they

² Carl E. Seashore, *The Junior College Movement*, New York: Henry Holt and Co., 1940, page 1.

³ William R. Harper, "The High School of the Future," *School Review*, Jan. 1903, pages 1-3.

thought them too young to send away from home."⁴

In this explanation a junior college system was organized in compliance with needs that were felt by the community. The popularizing function, as well as the preparatory, is evident.

Also, Angell, writing in 1915, says:

"The immediate motivation to the present junior college movement has, however, not come from the universities—however much they may have served the cause through occasional educational leaders and occasional agitation of education ideals—but rather from the secondary schools and from the intelligent public that supports them. We have become familiar with the cry that the high school is the plain man's college. We are no longer so much disposed to argue this point as we are to inquire what of it? Intelligent schoolmen have not only been busied in attempting to make these schools supply more nearly than ever before the actual human demands of the young people which they serve with types of study generally taboo in the schools given over to preparation for college, but they have also been quick to urge the wisdom of adding longitudinally, as well as horizontally, to the resources of these schools, and through the entire structure from top to bottom they have sought by intensive improvement of the quality of instruction offered to make these schools so attractive that every boy and girl would wish to stay in them as long as possible and, as a

result of such residence, would be found better equipped than the older brothers and sisters had been for actual entrance on the practical work of life into which four-fifths of them are promptly drafted."⁵

In conclusion of this article he states:

"It would, in my judgment, be a great mistake to view the movement as purely an administrative rearrangement of our college work. The meaning of the matter seems to me much deeper than that. If I mistake not, it is one symptom simply but one fraught with immense potential consequences, of a renaissance of communal interest in higher education, of which the first great wave gave us our noble state universities and our agricultural and engineering schools."⁶

And a year later, Brush tells us:

"The movement is of popular origin and is based upon the recognition of the fact that the present high school graduation marks no real point in the student's life, whereas such is distinctly evident toward the end of the sophomore year in college. The dissatisfaction of the public springs from a realization that the high school graduate is brought neither to a satisfactory completion of preparation for the increasingly complex activities of modern life, nor to a point where he can choose the line of professional work he may desire to follow. The junior college seeks to give

⁴ Victor W. B. Hedgepeth, "The Six Year High School Plan at Goshen, Indiana" *School Review*, Jan. 1905, page 19.

⁵ James R. Angell, "The Junior College Movement in the High Schools," *School Review*, May 1915, page 293.

⁶ James R. Angell, op. cit., page 302.

definiteness to the high school and improve its service to the community."⁷

Here, in the writings of several educators over a period of nearly 50 years, we find common agreement upon the fact that the junior college movement was supported by the people. These references were selected with a view to pointing up the influence of the democratic ideal and tradition in the development of junior colleges. Even so, other social factors are mentioned. Education, while provided for the masses in accordance with a democratic ideal, is, at the same time, provided for more concrete reasons—the needs of the students. Social factors creating a need for this educational institution mentioned in these quotations are: the need for the fullest development of the individual, the need for more education to enable the individual to cope with an increasingly complex social life, and the need for education which will fit the individual for direct entry into employment.

These factors are all brought out by Blauch, who in 1923, stated that:

"The years since the Civil War have been marked by amazing economic and social development. For education it has profound significance. On the one hand the increasingly complex social and economic situation demands a higher degree of training than ever before, as well as a greater diffusion of such training. On the other hand, the

development brings a desire on the part of more people for more training." There is increasingly a—"demand for training which is above the level of trade training but is not as far advanced as that for the professions. It may be called for convenience semi-technical or semi-professional."⁸

In this quotation we find that a specific type of vocational training has been assigned to junior colleges — training for semi-professions. Thus, the terminal function is related to complex social life, a relationship that will be explained in more detail later.

The complexity referred to is, of course, a result of the industrial revolution and the consequent improved methods of production, transportation, and communication.

"With technological developments, society has not needed to employ children and youth. This fact, in addition to economic prosperity, society's faith in education, the desire of parents to give their children a better start in life has accounted for a development in education in the United States during the past five decades that is without precedent in history."⁹

In the foregoing statement, we have additional factors introduced. The statement points out the fact that education has a social value for members of our society. A people who thus value education would be ex-

⁸ L. E. Blauch, "Reorganization on European Lines Appears Imminent," *School Life*, December 1923, page 79.

⁹ B. Lamar Johnson, "Junior College Trends," *School Review*, December 1944, page 606.

⁷ H. R. Brush, "The Junior College and the University," *School and Society*, September 1916, page 357.

pected to support a movement for extending educational benefits—such as the junior college movement. It would also follow that if education is a social value, parents would seek to provide as much education as possible for their children. That technological progress has allowed more youth to attend school is supported by these figures:¹⁰

In 1890 3% of youth age 18 to 21 were in college

In 1940 15% of this age group were in college

In 1890 only 7% of the youth of high school age were in high school.

In 1940 66% of this age group were in high school.

Even this rise in the educational level of the population must be considered a factor in the development of junior colleges. With an increased level of education, more people were qualified for and demanding the educational advantages offered by this institution. The figures for the amount of increase of secondary education are striking. In 1940 the enrollment in our secondary school showed a 4000 per cent increase since 1880, while the total population growth of the country for the same period is only about 150 per cent.¹¹

All responsibility for removing children and youth from the labor market cannot be ascribed to technological developments. A humanitarian movement which developed in this

country for this purpose, a movement which eventually resulted in child labor laws and compulsory school attendance laws, did its part for young people. Closely related to the movement, indeed a part of it, was the belief that childhood and youth should be a period of development and adjustment, not a period of toil. Thus, the idea that society had an obligation to its future generations came to be recognized. Still another factor operating to remove younger people from the factories was improved machinery which not only required fewer workers, but also required more mature workers for their operation. Thus, youth was pushed back or held out of the labor market. Following this development, more extended education became a requirement for initial employment and, of course, the junior colleges were to provide this. The extent to which school attendance by youth actually increased due to these and other factors is revealed in the following chart adapted from census data.¹²

School attendance for the United States, 1900–1940:

Date	Age	Number	No. Attending	
			School	%
1900	15-20	9,087,533	2,443,204	26.9
1910	15-20	10,918,225	3,593,222	32.9
1920	15-20	11,211,658	3,816,057	34.0
1930	15-20	13,724,546	6,070,194	44.1
1940	15-20	14,700,565	7,228,648	49.2

¹² Bureau of the Census, "Sixteenth Census of the United States; Population," Volume II, part I, U. S. Government Printing Office, Washington 1943, page 37.

¹⁰ B. Lamar Johnson, *op. cit.*, page 606.

¹¹ Carl E. Seashore, *op. cit.*, page 3.

Another factor accompanying technological development is the increased wealth of the people. Children are freed of the necessity of contributing to the support of the home and, thereby, have more time for an education. No doubt there are other factors which can be correlated with the industrial revolution, but the net effect of these and the point to be made is that the age of initial employment has advanced to a point where most youth could pursue their educations beyond high school and, further, that this additional education is increasingly a requirement for initial employment.

The increase in wealth introduces two additional factors which contribute to the success of the junior college movement. This wealth creates demands for the expansion of our scientific technology, an expansion that can occur only with a more educated public. Also, the workingmen demand for themselves, and especially for their children, a general cultural background which is in keeping with their incomes.

"In a very large part of our population the struggle is not for bare subsistence but rather for the embellishment of this in an increasing order of luxuries. With the rise of these demands there must be corresponding education for the enjoyment and the production of them. One aspect of increasing wealth is the realization of the workers in the fields of technology that, in the exercise of their occupational and avocational skills, life would be comparatively empty without a background of general education

commensurate with the skill, its responsibilities, and its returns."¹³

Thus far, technological improvements have been discussed largely in terms of their influence upon our youth. However similar effects upon adults have contributed to the development of junior colleges. With improved technology, there is more competition for the available jobs. Adults already employed require additional training in order to retain their positions or to qualify for promotions. The unemployed seek specialized training as a means to employment. For all workers, there has been a shortened work-day with a corresponding increase in leisure time. That this leisure could be devoted to developing vocational and avocational skills and to the improvement of the level of general education is an important influence and is directly related to education as a social value in our society. Not only do adults want education for their children, but many want to make up for the lack of educational opportunity which they had in their youth. As young people were provided with more and better education, the older generations sought and found, in the junior college, an agency by which they could fill the gap between their own education and that of succeeding generations.

A further correlate of technological progress has been an increasing complexity of society, as previously

¹³ Carl E. Seashore, *op. cit.*, page 8.

mentioned. There has been a shift from the rural-farm to an urban-industrial way of life. In a simple society, training for social life can be provided in the family; but with the increasing complexity of society, this training has been provided more and more by formal education. Adults who did not receive such training in their youth have to get it somewhere if they are to be effective members of a democratic society. Also, society has demanded more extensive popular participation in the political and intellectual life of the nation. According to Newton Richards,¹⁴ successful operation of representative political institutions requires a citizenry capable of passing intelligent judgment on public issues, and demands intelligent participation in the determination of social policy. The people must receive training for this participation within our educational system if the family group can no longer provide it.

The spread of knowledge, previously indicated, calls for additional education of people. Not only has knowledge spread through the efforts of a broadened educational system and the opportunity for more people to participate in it, but knowledge has been increased and distributed by informal means.

"Through recent developments in the services of the press and all other forms

of communication, the American population is becoming world-conscious. The news of the morning now available to nearly every person, brings about an enlargement of personality, increasing knowledge of what is going on, and a corresponding increase in the demand for knowledge of what can and ought to be."¹⁵

This world-consciousness has further influence upon the junior college movement by its relation to our democratic ideal of education. As a world power and the foremost advocate of democracy as a way of life, our nation must do everything possible to implement the attainment of democratic ideals. If one of these ideals is equal and adequate educational opportunity, then the people will support a movement to help attain it. Furthermore, world consciousness must include a realization of the importance of this nation to the free world, a realization that, if we are to maintain leadership, it can be accomplished only through an educated people.

The local nature of most junior colleges also is a factor in the development of the movement. The location of junior colleges, physically, is a geographic problem, but their location with respect to centers of population, peculiar distributions of population, and with respect to other educational institutions, is an ecological, hence social consideration. One of the earlier writers mentioned continuing

¹⁴ Newton Edwards, "Equal Educational Opportunity for Youth," American Council on Education, Washington D.C., 1939.

¹⁵ Carl E. Seashore, *op. cit.*, page 8.

home influence over the student as a favorable factor. More important is the fact that the location of junior colleges in areas not immediately accessible to a college or university allows more people to have the advantages of additional education. Many young people—and adults—cannot afford to go away from home for education and could not get it if it were not provided within their own community. Eells says that "the evidence seems to suggest that from one-third to one-half of the students are enjoying college privileges which would not be theirs if the junior college were not giving it to them."¹⁶

Angell, also, opines: "A good deal certainly can be said for the practical desirability of keeping for another year or two within the influence of the home boys and girls who otherwise might go to the colleges where their immaturity often exposes them to dangers which they would escape by longer residence at home. Moreover, a good many young people find it impossible to go away to college because of economic considerations, and still others are deterred from such attendance upon college, even when not actually prevented from it."¹⁷

The establishment of junior colleges with such considerations in mind is, of course, an expression of the democratic ideal previously discussed.

Still another result of increasing knowledge and technological develop-

ments which bear on the junior college movement is a changing population base of our society. The life-span of the individual has been increasing, the death-rate decreasing, so that we have more older people in our population than ever before. These people, naturally, want to work, thereby keeping young people away from jobs and in school. Where these people have retired they find education a means of developing new interests and skills. Because a man lives longer, he does not necessarily spend more years in the labor force — rather, the trend has been to enter the labor force at a later age. As a consequence, the average age of initial employment is about 21 or 22 years.¹⁸

With this change, there has been a change in the occupational structure itself. The proportion of our population working on farms has constantly declined. The majority of the workers who have left the farms are those in the category of farm laborers who will require training of some sort before finding employment in business or industry. Census data for the period 1870–1940 reveals a movement of workers from agricultural to non-agricultural pursuits—from farm to the factories, stores and offices.¹⁹

¹⁶ Walter C. Eells, *op. cit.*, page 19.

¹⁸ Walter C. Eells, *The Junior College*, New York: Houghton-Mifflin Company, 1931, page 230.

¹⁷ James R. Angell, *op. cit.*, page 294.

¹⁹ Bureau of the Census, "Sixteenth Census of the U. S., 1940; Comparative Occupational Statistics for the U.S., 1870–1940"; U. S. Govt. Printing Office, Washington 1947, page 104.

This change necessarily results in increased urban dwelling, as previously discussed. In 1870 over 75 per cent of the labor force was engaged in the production of physical goods, that is, in agriculture, forestry and fishing, extraction of minerals, and manufacturing and mechanical industries. Since 1870, the trend is away from the production of goods and more toward distribution, service, transportation, communication, and trade. Important for the junior college movement is the fact that these fields of endeavor which are expanding require for initial entry an educational or experience background comparable to that provided by the junior college.

When young people are denied the opportunity of permanent employment, if they do not continue in school, there is evidence that many of them turn to criminal pursuits. Persons 17 to 22 years of age are arrested more frequently than those of any other age group.²⁰ It is argued that these criminals, or potential criminals, could be diverted into useful citizenship by making available to them educational opportunities. An intelligent public would be expected to take whatever steps are necessary to place young people in an educational rather than a penal institution. Perhaps support of the junior college

movement is one way to accomplish this.

In the preceding discussion, it has been suggested that the junior college movement has been successful because it received popular support, and that this support was attributed to a real need which the people felt for such an educational institution. A number of social and economic factors have contributed to this need, but most are reducible to improved technology and the spread of knowledge. A changing occupational structure exhibited many effects on the movement, both by providing time for educational pursuits and by making such pursuits necessary and profitable for youth and adult alike. That the people acted to provide for these educational needs is attributed to a democratic tradition and ideal of education for everyone, in accordance with his individual needs and abilities.

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General Trends in Curriculum Development in Liberal Arts Colleges

MALCOLM S. MACLEAN

TREMENDOUS forces move in and through human society in these our times. Each, in its own way, drives in upon our centers of learning and culture, the liberal arts colleges and upon the high schools from which their students come. Each of them and all together tend to upset balance, to produce uneasy questioning, to generate problems, to start boiling ferments of ideas and activities, to set teachers and students alike into, at best, a state of uneasy equilibrium and, at worst, confusion and despair. Wars, depressions, the discoveries of science, the invention of gadgets and gimmicks in transportation and communication, the restless migration of peoples, the mighty flow of creativity in the arts, the whirlwinds of conflicting political, economic, and social philosophies, the emergence of the United States as a dominant world power, all these bore in upon the colleges. One clear result is that the college curriculum has been given more careful study in the past five years than in the previous 50, and this study has led to a nationwide welter of experiment. I shall attempt merely to state a few sug-

ALTHOUGH his publications are too numerous to list, MALCOLM S. MacLEAN, Professor of Higher Education at the University of California, has written most recently, "Counseling and the Tower of Babel" in *Personnel and Guidance Journal* and "Intelligences—Not Intelligence" in *Education*. He also serves as consultant to several junior colleges, state colleges, and universities.

gestions concerning what seem to be important trends.

(1) As the great winds, born in the high Sierra, blow down upon the deserts and the coastal plains, so the hourly, daily, yearly accumulation of knowledge born in University, governmental and industrial research centers move in a steady downdraft into the arts colleges, high schools and elementary schools. The hidden and the erudite of yesteryear become the commonplace of the present; they shift to ever lower levels. Any study of subject matter and materials in any field over a half century will show that the high school freshman now is being taught concepts, facts and principles with which the college senior dealt in 1900. I am confident that in another 50 years fifth graders will learn some-

thing of the theory of relativity; the quantum theory; the educational philosophies of Mr. Dewey and Mr. Hutchins; the art not only of Leonardo da Vinci but of Picasso and Matisse, as well as the political theories of Marx, Roosevelt, and Eisenhower.

This pressure of knowledge from graduate research profoundly affects the arts college curriculum. It constantly overloads it with new materials, and with new vocabularies. It not only jams up established courses but forces us to proliferate with new ones, sometimes to the point of absurdity with a single university arts college offering 1200 courses. This trend brings reaction. It forces faculty to try to do three things: (a) to review subject matter material and find what to keep and what to discard. Discarding is done by "bucking" the excess to the high schools and requiring it for future preparation of students, or by throwing it overboard; (b) to struggle with integration and synthesis, trying to tie together in survey courses, integrated courses, conceptual courses, case studies, core courses and the like, materials from all the disciplines that have been academically "blown to smithereens" by specialization. This drive towards unification is called the General Education Movement. (c) to revise and elaborate the traditional courses in English grammar, rhetoric, and composition into fascinating experiments with Communications. In these we are gradually improving our

techniques of teaching the mastery of reading, writing, and speaking. Of great significance is the fact that we are at last adding to these basics the investigation of what students in liberal arts learn from *listening* and *viewing*. With radio and television bombarding all of us all of our waking hours,—not to mention teachers' voices from dull drone to exciting melliflence, along with all of the so-called audio-visual aids in our arts colleges classrooms — English and speech teachers are teaming with psychologists and semanticists to learn how to open wider the dams of intake and outlet in students.

(2) The rise of the United States to a primary world power is generating profound changes in arts college curriculums. Liberal education and the liberally educated are changing their angle of focus. Without in any way abandoning our study of the great cultures of Europe with their rich ancestry in Greece and Rome, we are widening our view to encompass the arts, literatures, languages, sciences, and social sciences of the whole world. UNESCO, Point Four, the Fullbright and George Varden Acts and innumerable voluntary organizations are sending our arts college teachers by the hundreds and our students by the thousands every year to teach and study in most of the areas this side of the Iron Curtain, and reciprocally are bringing professors and scholars to our campuses and our high schools. Lib-

eral education as a highway to international understanding, to peace, and to world citizenship is becoming a curricular *sine qua non*. Arabic and Hindustani, Portuguese and Mandarin, Burmese and the dialects of Micronesia and Polynesia may well, in time, become as familiar in our teaching as French, German and Spanish. Russian is a must whether we learn to sit down in peace or lock in combat. Our sciences will increasingly reveal the seamless web of world life—geologically, biologically, botanically, economically, politically, socially, and culturally and will endeavor to satisfy the everlasting hunger of men and women to know their world. Thus from the far corners of the earth and the people in them, new knowledge pours and will continue to pour in upon us as it does from research. This outpouring will compel us to keep everlastingly at the task of curriculum revision, by elimination, by adding courses, by infusing old ones with new and heady wines of learning and of lore, and by synthesis and resynthesis.

(3) The third major force operating to change high school and college curriculums is the continuing wide and deep investigations by psychologists, educational researchers, and others into the personalities, the systems of mental functions, the abilities and interests, attitudes and aptitudes of those whom we teach. As findings from these researchers accumulate, as they are applied in school and college

student personnel centers, we are forced to abandon the old notions that intelligence is a unitary and simple dynamic; that it can be measured by pencil and paper tests alone; or that it can be registered by an I. Q. or a percentile score on a "psychological" test and the student permanently branded thereby as "bright" or "dumb." Instead we are being forced to conclude that there are many kinds of effective systems of mental functions, many intelligences. Some of these, such as social, aesthetic, scientific, administrative, military, political, have already been grossly identified. So far as the studies have gone, it is found that each in itself is a complex, and probably can later be broken into differentiated sub-intelligences. We have no evidence of significant correlations among the various intelligences, and there appears to be in some cases a mutual exclusiveness as, for example, between analytical and disjunctive power on the one hand and creative power on the other.

The implications and applications of these discoveries to arts college curriculum making are many and varied. Arts college faculties are more and more making studies of their students to find out how alike and how different they are in their intelligences, abilities, and interests. They are seeking always for the common core of learning that all or most may profit by, and, at the same time are recognizing that full and fruitful liberal

education of one student will demand a quite different curriculum from that of another. To discover what variant programs should be developed new, or what old ones improved, the college faculties are leaning more and more heavily upon personnel specialists, psychologists, and colleagues in education in their struggles with curriculum revision. Out of these collaborations are coming new courses in mental hygiene, personal adjustment, newly designed laboratory and studio, shop and field experience projects that illuminate and liberalize. The faculties are issuing materials and teachings in the intimacies of marriage, home and family life, in recreation, in home crafts and gardening and other learnings that give color and tone to living at the crest of our times. This functional concept of liberal arts is beginning to show not only in syllabi and texts but in course titles as well.

(4) My fourth and final point, in this brief estimate of curriculum trends, in effect is a summary of summaries. Under the impact of specialization, of the demands of students and parents for "practical" courses, with the emergence of the United States as a world power, with the picking up of new knowledge of both subject

matters and of students and their powers of learning, the arts colleges and their faculties have been put definitely on the spot. They must defend the liberal and the humanistic, the old disciplines and the new functions. In consequence, they turn more and more to *evaluation*, to the assessment of results of all that they teach and all that they do in and through their curriculums. They dare no longer call only upon tradition and authority to justify them and their work. Hence, increasingly, arts colleges are making studies not only of the current crop of students but of alumni. They are trying to find out from former students what they got of liberal values from their college work, and what they missed of what they needed in the long swing of post-college life. The faculties are, therefore, calling upon survey specialists, statisticians, analysts, and evaluators to help them make these studies. And they are feeding back to administration and staff their findings in order that curriculum revisions may be made on as sound a basis as possible.

These four trends in the general revision of the curriculums of the arts colleges appear to me to be the present paramount ones.

Cooperative Technical Education—Pro and Con

HAROLD P. RODES

WHETHER YOUR college should undertake a plan for cooperative education has probably concerned you, since programs of cooperative education in junior colleges which offer terminal curriculums have often been discussed.

Let us lay the problem wide open and let you view some of the pros and cons of cooperative technical education.

In the fall of 1828 a small group of Cincinnatians founded the Ohio Mechanics Institute. In the words of the Charter granted shortly thereafter by the Ohio Legislature, the Institute was established "to advance the best interests of the Mechanics, Manufacturers, and Artizans, by the more general diffusion of useful knowledge to these important classes of the community." For the past 125 years it has been the primary responsibility of the faculty and administrative staff of O.M.I. to fulfill this objective as effectively as possible for the youth, adults, and industries of Greater Cincinnati. We are proud to number among the industrial leaders who have studied at O.M.I. such men as Thomas A. Edison, R. K. LeBlond, and Edward A. Muller, the last two of these being pioneers in the

A contributor to the Journal of Engineering Education, the Junior College Journal, the California Journal of Secondary Education, and the Technical Education News, HAROLD P. RODES also is a member of many professional organizations. He is President of Ohio Mechanics Institute in Cincinnati.

development of the Machine Tool Industry.

There are many educational devices and techniques available for establishing a close working relationship between a junior college and the companies which it serves through terminal courses. Among the more obvious devices are the following:

1. Inviting qualified representatives from Industry to provide lectures and demonstrations on certain phases of their specialties.
2. Arranging inspection trips for students and faculty to visit appropriate plants in the vicinity.
3. Appointing advisory committees of experts from Industry to make suggestions for the development and improvement of certain courses and curriculums.
4. Drawing upon Industry for qualified part-time and full-time faculty members.
5. Encouraging interested representatives from both labor and management

to take an active part in the affairs of the college, whether it be through membership on the Board or through donating cash, equipment, or services for specific purposes, etc.

The techniques described above are certainly not new. They have been employed by a number of colleges for many years. However, there is another technique for developing a close relationship with Industry which is not as widely used by institutions of higher learning, nor by the junior college in particular. This is the cooperative plan of technical education.

Located in the City of Cincinnati whose University founded the "Co-op Plan" in 1906, the Ohio Mechanics Institute with its dedication to the services of Industry maintains a staff which has had considerable experience with cooperative education of the junior college variety. Let's begin with the "pros" of junior college "co-op" training.

THE PROS OF COOPERATIVE TECHNICAL EDUCATION

From the student's standpoint, the cooperative plan has both educational and financial advantages. Educationally, the motivation provided by the opportunity to relate constantly the activities in the plant to those in the classroom is no less than amazing. The student in Machine Design who operates, maintains, or does the drafting for the production of a modern machine has an appreciation of the details of design which cannot be ob-

tained as effectively without such practical experience. Financially, the cooperative plan provides a source of income to the high school graduate and veteran who might otherwise find it impossible or difficult to obtain a college education. Our students at O. M. I. alternate each month throughout the two-year program between periods of study at the Institute and periods of employment on related jobs in Industry. For this employment they receive anywhere from \$1,000 to \$2,500 per year, depending largely upon the nature of their skill, experience, and responsibilities on the job.

The participating companies benefit from the cooperative plan by having available for key technical positions a constant supply of competent and confident personnel who know "how" as well as "why" in terms of a specific company's products or services. Although there is no obligation for a student and his company to maintain their relationship beyond the two-year cooperative period, about 75 per cent of our students remain with their respective cooperative companies after graduation. In most cases a graduate has excellent opportunities with his "co-op" company because he has acquired familiarity, seniority, and important friendships during his cooperative training. Moreover, he is immediately productive to the company on a full-time basis without the breaking-in period essential to other new employees.

From the standpoint of the college itself, there are certain advantages of the cooperative plan. First of all, there is no better medium of public relations than personal contact. The "co-op" plan by its very nature involves continual contact between various individuals connected with the college and the company, such as the company's supervisors, foremen, and employment personnel, and the college's students, faculty, and administrators. These close personal ties frequently result in generous acts on the part of the company, including donations of equipment and money to the college for specific purposes.

Of interest to the junior colleges which are either experiencing or expecting a shortage of classroom and laboratory facilities is the fact that the cooperative plan makes use of the physical plant twice as efficiently as the regular plan. Since only one-half of the student body is in college at any time, a tremendous saving of space and equipment is effected. Stated differently, this means that a junior college with a physical plant and instructional staff geared to handle 500 students can actually handle 1,000 students at relatively little additional cost. This situation is of particular significance to those junior colleges which must depend upon tuition as a major source of income, for the income from tuition can thus be doubled.

If the proof of the pudding is truly in the eating, the proof of any educa-

tional program is in the success of its graduates at achieving the objectives of the program. A recent survey of the graduates of the two-year cooperative programs of the Ohio Mechanics Institute indicates that they are holding responsible positions in Industry as draftsmen, technicians, tool and die designers, industrial engineers, production supervisors and managers, plant superintendents, technical salesmen, service engineers, contractors, etc. The graduates who completed their cooperative training *less* than five years ago are earning an average of \$4,121 per year, while the graduates of *more* than five years ago are earning an average of \$6,228 per year with a number earning more than \$20,000.

THE CONS OF COOPERATIVE TECHNICAL EDUCATION

Having discussed the major advantages of cooperative technical education from the standpoint of the student, industry, and the junior college, it is only fair that we should now admit some of its weaknesses. After several years of experience as the administrative head of one of the few colleges which operate *entirely* on the cooperative plan, the writer must confess that all is not a bed of roses. Otherwise, every junior college in the United States would be operating its terminal programs on a "co-op" basis.

The major headache of cooperative technical education stems from the fact that the college assumes some of

the same risks which confront its cooperating companies, particularly the business cycle. At the present time there are many more excellent cooperative jobs available than there are qualified students to fill them. On the other side of the cycle, a depression means more qualified students than appropriate cooperative jobs. This latter situation, however, is partially offset by distributing the cooperative students throughout a wide variety of companies within the industrial community and also by the farsighted policy of some companies and unions in assigning a number of specified positions to "co-ops" regardless of economic conditions.

The major key to the success or failure of a cooperative education program lies with the industrial coordinators who are responsible for establishing and maintaining a close working relationship between the college and the participating companies. A top-notch coordinator can make many important friends for the college; a poor coordinator can wreck many years of effort overnight. The selection of coordinators who have an adequate understanding of both educational and industrial practices and problems is extremely important and difficult.

It is apparent that the great majority of faculty members in a cooperative college must not only be gifted teachers but also masters at applying the subject matter in their field of specialization to industrial situations. The

current shortage of competent teachers in almost every subject field renders it even more difficult to attract and hold instructors who have the essential prerequisites of academic as well as practical training and experience. One ray of hope in this situation is the part-time or fulltime use of engineers and industrialists who are nearing retirement age but are no longer concerned about the differential in wages between Industry and Education.

The final disadvantage of the cooperative plan of education in a junior college concerns student activities. Because so many students are employed during the working hours of the day, it is essential that activities involving the entire student body take place in the evening. In response to queries about athletics from prospective students, our Director of Admissions takes keen delight in replying that both the University of Chicago and the Ohio Mechanics Institute have found it desirable to concentrate on more important things than inter-collegiate athletics. Actually, it is possible to engage in intramural athletics as well as those inter-collegiate sports in which both practice and games can take place at night, such as basketball, softball, ice hockey, boxing, wrestling, gymnastics, and swimming.

Despite the disadvantages of cooperative education cited above, the writer is firmly convinced that for the high school graduate who is reasonably sure of the industrial field he

wishes to enter, cooperative education has many advantages which easily outweigh its disadvantages. As a means of providing the most efficient and economical preparation for a technical career in American Industry, it cannot be surpassed. Proof of this fact lies not only in the increasing popularity of cooperative training among students, but also in the increasing participation of industrial concerns. In addition to the many local companies, such as Cincinnati Milling Machines, Formica, Cincinnati Gas and Electric, Lunkenheimer Valve, and LeBlond

Machine Tool, a number of national concerns with plants in the Cincinnati area have recently established cooperative training programs with the Ohio Mechanics Institute. These include Westinghouse, RCA, Allis-Chalmers, General Motors, IBM and Kroger. In this 125th year of O.M.I.'s service to the "Mechanics, Manufacturers, and Artizans" of this region, it is most appropriate that companies of this caliber should be added to those which have believed in and participated in cooperative technical education for many years.

Music Is Not a "Frill"

RUSSELL A. SCHWEJDA

MUSIC, once considered a "frill" on the total education program, has risen in the last 20 years to a position of equal importance with other academic curriculums. It is no longer regarded with condescension by many educators. Instead, educators and administrators have realized the social and moral values of music to each individual.

The stimulus which propelled music to its new state of importance and necessity may have arisen from the people who demanded recreational music for their children or sought it in community functions. It might have begun with the young people of grade, high school, and college level who demanded it as an educational endeavor along with other academic courses. Or it may possibly have started with the administrator who slowly recognized music as a strong socializing force in our society. Whatever the reason, music now plays an important role in education, and its recently acquired importance and its indisputable value should be continued.

In all schools in the country where enrollment is small, the music teacher

Director of Music at Casper Junior College, RUSSELL A. SCHWEJDA is also Concertmaster of the Casper Civic Symphony. He has published previously in The School Musician and in Music Educators Journal.

faces the problem of development of musical organizations and activities because of the lack of a sufficient number of talented or interested students. The small community college is no exception in this respect.

This article will deal with only one aspect of a musical program, i.e., choral work in this type of institution. Lacking able instrumentalists, it is in the vocal field that the music instructor can enlist the efforts of any and all students to form a worthwhile beginning element of a music department which will be of value to students, school, and community. In the small junior college the music educator may be easily discouraged from building musical organizations and providing musical activities because the small student body does not yield a sufficient number of students to participate voluntarily in these functions. Yet it is necessary that such activities

be there for the benefit of school and student.

The first consideration of the music instructor in the community college is, of course, the academic music curriculum. He should recognize the fact that classes in this field will be comparatively small, since only a small percentage of students have the aptitude, special skills, and preparatory background required in music at the college level for performance or study. The smaller the student body, the smaller will be the number of students qualified to undertake the music curriculum.

But even though enrollment in these academic classes is small, there are other possibilities for organization and development of musical activities which do not necessarily limit the enrollment to the students gifted with musical skills, or only to those enrolled in music classes. The first and most important of such activities is a singing organization. Here again the music educator can be easily discouraged unless a rapid adjustment is made to fit the situation of his particular school. It is obvious that the community college where enrollment is limited will not produce the number of talented or trained singers to make possible a complement for a choral organization of professional caliber. The only alternative left is to enlist the aid of any and all students regardless of ability. It should be evident that the first goal is to interest people

in singing, with a limited amount of consideration given to quality of work at the outset. The next question is how to encourage non-music students to participate in a singing group. This problem was the first the writer found necessary to attack when beginning work at Casper Junior College. With an enrollment of nearly 300 students, only 20 students answered the first call for singers, and there was no desirable balance of sopranos, altos, tenors, and basses. The first concern was to increase among those few singers the desire and interest in singing and to sustain such interest to keep the group together and functioning as a performing choral organization. Very few students had the ability to read music quickly and easily, and the voice quality of the group as a whole was far from desirable.

SENSE OF ACCOMPLISHMENT

However, with a careful choice of music, consideration being given to selections which could be learned easily and quickly for performance, the singers shortly developed a sense of accomplishment, and at that time the situation became ripe for introduction of newer and more difficult material. With the first group of singers it was necessary to alter goals for a limited period of time, and instead, develop a sincere sense of humor in spite of much mediocre work. The organization had to be made fun for participants, especially when most

members were students with no musical training nor vocal experience of a formal nature. The non-music students had not joined the organization to be subjected immediately to diligent and concentrated rehearsal routine, but in a good many cases were "feeling out" the situation and the music instructor. It wasn't too long before the word obviously was passed on to other students that the organization was a pleasurable and interesting extracurricular activity where outstanding talent was not necessary. (This fact was also stressed in publicity before the chorus was formed.) By the end of the first year the choir enrollment had doubled. As people came to ask whether they might still join the choir, they were readily admitted and encouraged. Of course, there were instances now and then when a person admitted was incapable of part singing. Such a member was contacted privately, given a tactful explanation, and unobtrusively dropped from the organization.

The group was informed at the beginning that the chorus was to be a performing organization which would represent the school in the community. In other words, there was a purpose in rehearsals each week, as opposed to singing strictly "for fun."

Obviously, a certain amount of the success of the foregoing theories depends on the personality of the choral director. In a good many cases, the non-music students will not have the

intense interest usually exhibited by music majors, but yet these students can be stimulated to put forth energetic effort beyond their own realizations by a director who challenges them both mentally and physically.

TEST USED AS STIMULUS

Ordinarily, the majority of students enrolling in the small junior college have little or no contact with the music division. Since it was felt that this fact held important significance, it was decided to incorporate the Seashore Tests of Musical Talents in the battery of entrance tests given to all entering freshmen at Casper Junior College. This was the quickest way to contact almost every student at the beginning of the year, and talk with each one in a personal way with something tangible to discuss. Inasmuch as the test is far from conclusive in its results, and may be totally unrelated to the interests of many students, it still serves the purpose of acquainting them with the fact that the college has a music department, and gives the music director an opportunity to introduce himself and his work to them. Also important is the fact that the pitch test and one or two others of the Seashore series gives a good factual argument in persuading students to join the college singing organization.

The old "tryout" system will not work with non-music students who may show some interest in a singing

organization. Some directors may disagree vehemently with the foregoing statement, insisting that a good choral group cannot be had unless the voices are carefully chosen and tested. However, since recruiting of students for a beginning singing organization is obviously the primary concern, a number of ideals and perfectionist theories must be laid aside for a time. These ideals need not be ignored for long, since once the membership and interest of the group is well established, outstanding musical achievement and performance become a desire of most members of the organization.

Interest of graduating members of the choir awakened the writer to the realization that recruiting adults of the community was a worthwhile project. At least a dozen members each year, people who had gone to work in the community, had married, or were still available for some reason, expressed a desire to return and sing with the organization each Wednesday evening. Permission was granted with the stipulation that regular attendance was the major requirement. Since that practice was established, it was found that the first and most effective means of enlisting the aid of

outsiders was to encourage student members of the choir to bring along friends of their own age who liked to sing. The Casper choir has been augmented each year by about 20 per cent with the enrollment of these non-student members.

Other means of adult recruitment which have proved successful were newspaper articles, "plugs" on radio news broadcasts, personal contact, and personal letters. Goodwill has been promoted and maintained with a personal letter of thanks to adult members at the end of each year, expressing the director's appreciation for their help.

For the current school year, the college choir boasts a membership of approximately 100 out of a total enrollment of 243 day school students. There still is not the most desirable balance of parts, but the important fact is that the young people in the organization enjoy singing and have a sense of satisfaction in being a part of a worthwhile organization and in doing something for the school. Many of them have added much to their cultural experience by developing an interest in an activity which had previously been foreign to them.

Student Corrals

R. O. HAHN

THREE YEARS ago our faculty was as excited and enthusiastic as any other about the General Education Study in California. Extra meetings, trips to other schools, reports by our president, and the summer workshops were all welcome orientation to us.

After we had become thoroughly familiar with the objectives and proposed course of the entire study, we wondered how our "smaller unit" with 130 students enrolled and faculty of 20 full and part-time instructors might make its contribution. Our one advantage, that of a small student-teacher ratio, had been obvious for several years, but it was not until the stimulus of B. Lamar Johnson and the Southern California Junior College Association was provided that we began to examine ourselves as potential contributors.

Two of our instructors hit upon the idea of introducing general education to the student body through a series of group discussions which we entitled "The Corral." They were to be held during school time with attendance voluntary both on the part of students and faculty. A committee of campus student leaders took the in-

"SHAKESPEARE IN CHAPS" is the title of a previous article written by ROBERT O. HAHN and published in the Educational Theatre Journal. The author serves as Instructor in Psychology, Education, Speech, and Drama at Antelope Valley Junior College and is also the founder of the "Desert Players" at Lancaster and director of the Historical Pageant in Antelope Valley.

itiative in setting up a schedule, with the choice of topics to be determined by vote of the student body.

From several suggested topics, the students chose three for their first series:

1. To make friends and have more and better associations with people.
2. To become good citizens with intelligent ideas about the duties and responsibilities involved.
3. To speak and write better.

One of the faculty members, at the request of the students, was to act as moderator, with at least two other junior college teachers in attendance as resource persons.

The objectives of the first series were to acquaint the students generally with the larger aspects of junior college life, to attempt to point out solutions to personal problems, and more specifically, to consider the question of

general education. An average of 30 students attended the first meetings and discussed the topics enthusiastically, with considerable profit both for themselves and the faculty. After a brief introduction, free questions and answers comprised most of the hour.

An evaluation meeting with participating students was held after the series. The eager response and unanimous desire to continue the Corrals well rewarded our efforts. Members of the Alpha Iota Honor Society expressed the desire to sponsor the Corrals and themselves chair the discussions during the following school year. They considered the general topic, "Our Community," as of greatest interest because these junior college students (in most cases) fully realized that they were ending their years of formal education and were about to enter the community as contributing citizens. Several sub-topics were presented to the students, who promptly selected the following for consideration:

1. Vocational opportunities.
2. Recreational opportunities.
3. Educational facilities.
4. Incorporation of the City of Lancaster (a current problem of our local citizenry).

By then interest in the community at large had been aroused in the meetings, and prominent citizens in each of the above areas were invited to attend, either as members of a

panel, resource persons, or as guests. Representatives of the press and personnel of the local radio station were also in attendance.

It was felt that several techniques have proved effective in sustaining the interest of the student body in the Corral-type of discussions. First, the discussions were well planned in advance by a small committee; they were held only four times during the school year so as not to crowd an already tight calendar; and finally the time limit of one hour was observed, with classroom discussions used as follow-ups.

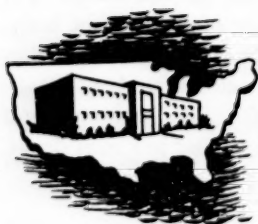
What has been accomplished? For one thing, the discussions have given impetus to the Alpha Iota Group which might have become an inactive society without a challenging purpose. Most important, the student body's integration has been reinforced, and every student in attendance has been given the opportunity to express himself on worthwhile topics. The students seem most impressed with the amount of practical information received in answers to their questions. Finally, the community has become more aware of our junior college as a contributing force to our town.

Already future plans for the discussion groups are under way. A series of topics on international understanding has been suggested. Also, direction has been given to the group's becoming a working body on a project for more effective organization of

youth in the community. To proceed from a discussion group to one of action is the ultimate goal in such projects.

Antelope Valley Junior College is claiming nothing novel or inventive about our Corrals. They are the best answer to the problem of stimulating general education in our particular area. It is not expected that a tradi-

tion has been established, nor that the Corrals provide the pat solution to our problems. However, the technique has captured the initiative of some campus leaders, the enthusiasm of a fair percentage of the student body, and the participation of the various arms of our educational systems—student, faculty, administrators, and the community—and in a most democratic manner.



Some Aspects of the Status of Junior Colleges *In the United States*

E. A. LICHTY

Director of Division of Junior College Education,
Illinois State Normal University, Normal, Illinois

ALTHOUGH the first public junior college was established in Joliet, Illinois, in 1901, it was not until 30 years later that the state enacted legislation legalizing the establishment of the junior college in the state. This 1931 law gave cities over 500,000 population the right to "manage and provide for the maintenance of not more than one junior college, consisting of or offering not more than two years of college work beyond the four-year course of accredited high schools, as a part of the public school system of the city."¹

This law applied only to the city of Chicago and did not recognize the five downstate junior colleges then in existence.

In 1937 the General Assembly enacted legislation providing for the

establishment of a junior college by the board of education in districts having a population of from 10,000 to 200,000. This law provided that districts having less than 25,000 population would have to have a referendum vote authorizing the establishment of the junior college, while in districts having between 25,000 and 200,000 population, only a resolution of the board would be needed. It also validated the junior colleges already in existence. The advice of the Superintendent of Public Instruction was also required. This provision might be interpreted to be the first step toward recognizing the junior college as part of the state public school system.

Many unsuccessful attempts have been made since 1937 to secure state aid for the junior college. The most recent legislation, passed in 1951, made three important advances in the

¹ Illinois School Code, Springfield, Illinois, 1931, p. 128.

junior college movement. First, it provided that the board of education in any district maintaining a high school and having a population of over 10,000 might, after receiving the approval of the State Superintendent of Public Instruction and securing a majority vote of the electorate, establish and maintain a junior college offering general education including pre-professional curriculums and training in occupational activities. This provision definitely recognized the junior college as a part of the public school system of the state. Second, the law provided that the board may levy a tax of not to exceed 17.5 cents on the one hundred dollar valuation of all the taxable property in the district for the maintenance of the junior college. In addition, a tax of 7.5 cents on the one hundred dollar valuation may be levied by referendum vote for building purposes. Third, boards of education in districts not maintaining junior colleges may pay tuition costs of resident students attending junior college in another district providing such action has been approved by a majority vote of the electorate in a previous election. Such tuition costs may not exceed the per capita cost of maintaining the junior college. This important provision makes a junior college education available to all high school graduates of the state at public expense.

It can be seen that the initiative for the establishment and maintenance of

the junior college has been left at the local level. The legislation thus far enacted might be said to be "permissive and regulatory" in that it permits the local district to establish and maintain the junior college with only slight regulation by the office of the state superintendent.

The public junior colleges outside the city of Chicago are all located with the high school and are governed by the same general administration. There is in all of them a separate administrator, who spends part or all of his time administering the junior college as a unit of the public school system. All of the junior colleges of the state require high school graduation as a prerequisite for entrance, thus making them strictly post high school institutions.

A close working relationship exists between the junior colleges and the other institutions of higher education in the state. Junior college graduates transfer satisfactorily to the university and other state colleges as well as to other colleges and universities throughout the country.

The adult education program has been successfully taken over by junior colleges in their respective communities. Junior colleges in Joliet, Moline, Evanston, Elgin, Belleville, Cicero, Harvey, La Grange, and Chicago have all built up adult programs that are meeting real needs in their communities. Thousands of adults are at-

tending evening classes in the junior colleges of the state.

The Illinois Association of Junior Colleges has been the professional organization for junior college personnel for the past 20 years. Membership is open to all junior colleges of the state, both public and private, and programs are designed to include administrators, instructors, and students. Two regular meetings are held annually. These are supplemented by called meetings usually held in conjunction with other educational conferences held in Chicago. The present officers are: Dean Elmer W. Rowley, Joliet Junior College, president; Superintendent Hal O. Hall, Belleville Junior College, vice president; and Dean O. S. Williams, Wilson Junior College, Chicago, secretary-treasurer. The organization takes an active part in promoting the welfare of the junior college in the state.

The major problems confronting the junior colleges in Illinois are: se-

curing legislation providing for some state support and securing competently trained faculty personnel. The first of these problems will be met in time. The General Assembly was to consider legislation for state support to junior colleges in 1953. Illinois can and will adequately support this phase of education just as it has supported other levels of education.

The solution to the second problem is being attempted. Illinois State Normal University now has set up a Division of Junior College Education to educate teachers for the junior college. An attempt is being made to give professional training to enable the student to meet the problems peculiar to the junior college field as well as to give him sufficient advanced training in his academic field. It is anticipated that, with the help of other graduate schools of the state, an adequate supply of professionally trained teachers will be supplied when the expected increase in enrollment reaches the junior colleges.

From The Executive Secretary's Desk



JESSE P. BOGUE

We are writing this month about editorials appearing in junior college student newspapers. A great many of the student publications come to the Desk, and during the past few months, we have observed a definite trend on the part of student editors to write about rather serious aspects of campus and American life.

For example, let us consider an editorial in *Junior Chats*, from Flat River Junior College, Flat River, Missouri, entitled "The Editor Speaks."

"Still in the minds of those students who canvassed house to house and served on telephone committees are the reasons offered by the majority of people for not donating blood to the American Red Cross. It would be unfair to many to say that their reasons or excuses were not true. Most of us, however, are convinced that a large percentage of those who offered excuses really suffer from one

of three ailments: fear, ignorance, or lack of understanding.

"We are not an expert on population figures for Flat River and surrounding towns, but we think it would be safe to estimate the combined population at more than 10,000 persons. Assuming that this is approximately correct, the total donations amounting to 239 pints would mean that only one out of every 50 persons actually donated a pint of blood. With figures such as these staring you in the face what conclusions would you draw?"

While the editor at Flat River gave serious consideration to the donation of blood, the editor at Springfield Junior College, Springfield, Illinois, writing in the *Junior Collegian*, points out student responsibility in respect to the Community Chest in an editorial entitled, "Students Can Contribute." "Since most of the Springfield Junior

College students are interested in civic affairs, it is certain that we are all familiar with the Community Chest. We, as young and progressive citizens, must realize the importance of maintaining such a valuable organization. We must become familiar with the Christian principles and aims of this agency, which will help to make a better and greater Springfield.

"It is an organization which helps all citizens of any race or creed without discriminations. This organization benefits 22 local health and welfare agencies. Certainly every student has been in the past, is in the present, or will be in the future, affiliated with one of these civic agencies. The particular agencies which are most familiar are: the Boy Scouts, the Girl Scouts, the Catholic Youth Organization, the Young Men's Christian Association, the Young Women's Christian Association, the Urban League and, to the Veterans, the U.S.O.

"We should consider it a privilege to contribute to the Red Feather drive to the fullest extent of our abilities. It is never too late to begin, so if you have not already contributed to the 1953 drive, now is D-day. Give now."

"How 'Bout This . . ." is the heading for an editorial in *The Hawk*, Henry Ford Community College, Dearborn, Michigan.

"Many foreign-born men and women of all ages are enrolling for the citizenship classes offered by the

Board of Education, and every student should be required to sit in on one of these sessions.

"To these men and women, some of whom can barely speak English, their history lessons are great doors opening the way to their fondest dreams, becoming citizens of a great country called America.

"We who have been born and raised in this land, attended schools, talked freely all our lives, can scarcely believe that anyone could thirst for knowledge enough to go far beyond the requirements of a history class. But from countries long oppressed by dictators, ravaged by war, these people come to learn the simple things we skip over lightly.

"How many of us have taken the time to study colonial history, the Declaration of Independence, great heroes of our land, the great presidents and the development of the idea of democracy? And more than that, how many of us would pour over the Constitution paragraph by paragraph, line by line, for six weeks until we thoroughly understood its message?

"These people do just that. They read, study, memorize, maintain 100 per cent attendance so that some day they may stand before a board to answer questions and obtain the citizenship we take for granted.

"The questions aren't hard, but very fundamental because citizenship shouldn't come too easy, and often

as not the instructor learns more than the student, but the knowledge he gains is of a different type. For there are people who have had virtually nothing, grown men and women who have never known what it is to be free and independent as we are, and they are willing to give of their time and energy to learn all they can about their adopted land. Can we say as much?

"It makes us stop and think for a moment and realize that the heritage we take for granted means more than life to those who study to adopt it for their own."

The editor of the *Becker Journal*, Becker Junior College, Worcester, Massachusetts, takes up the cause of young Hansi Pfuhl, in an editorial entitled, "Two Bits, Four Bits, Six Bits."

"Four bits will do it.

"When the College Council calls for the Elly Fund collection to take care of young Hansi Pfuhl, there ought to be a rain of half dollars. Actually, if everyone contributed, a smaller amount would do; but everyone won't contribute. There will be absences — physical, mental, sentimental, and financial. But if you can't make the four bits that day, make it two and a dime—or just the dime.

"And if you're flush, make it six—or even a bit of foldin' money.

"Becker men and women showed their hearts and head last June 9 when disaster hit Worcester. Now,

when \$180 means the difference between misery and happiness for a little 13 year old, we ought not to be found lagging."

The Conquistador, of Dodge City Junior College, Dodge City, Kansas, has an editorial entitled, "Here's An Opportunity," dealing with the study of the fine arts.

"The study of art includes painting, drawing and crafts. Students who have not had an opportunity to study art since they were in grade school sometimes feel they need talent in order to gain by studying it on the college level. Art needs no special talent to be studied at any time.

"The study of art offers an opportunity for people to develop hobbies and interests that will take care of leisure time. It helps in developing skills in areas that may otherwise be overlooked. You do not know what you are capable of doing until you have attempted something.

"Appreciations and understandings are developed by studying art. You cannot appreciate anything very much unless you have had some experience with it. By working with a variety of materials, such as clay, stone, wood, paper, metal, paints and many others, students develop an understanding of what professional designers and artists are doing. You can develop some basis by which you will select the objects you buy for everyday living.

"The study of art will develop confidence in your creative ideas. If you

must rely on others to do your thinking for you in this subject, your world is going to be a rather drab place in which to live. The store clerk, the magazine advertisements, radio and television will make your decisions for you."

"The editor of the *Luther College Visitor*, Wahoo, Nebraska, raises the question regarding religion on the campus and whether or not it is in evidence. We listened to an interesting address given by Dr. E. C. Colwell of Emory University at the Southern Association of Junior Colleges. In it he made the point that religion had to be an integral part of all education, that you could not separate it from everything that is being done in the college any more than you could separate the vanilla flavor from vanilla ice cream.

This seems to be the point of the editor at Luther College. First of all, he observes the physical plant of the colleges and asks the questions:

"What is so significant about those who cause this physical plant to function?" He then sets forth the fact that the people who gave the money to erect the buildings were prompted by no ulterior motives except to make sacrifices for the oncoming generations. Even the trees that were planted on the campus by those who would never see them come to maturity indicate a spirit of unselfishness and therefore of religious devotion.

This point reminds us of the ancestor of Edward Bok who went to one of the desert islands off the coast of Holland and planted trees. He never saw the trees come to maturity, but succeeding generations did. The Singing Tower in Florida, built by Mr. Bok, is a concrete expression of appreciation for the planting of the trees on the one-time desolate island.

The student editor goes on to mention the custodian, the manner in which he keeps the halls swept, the shelves dusted, the windows washed and everything about the college campus in good shape. He thinks that this kind of devotion on the part of the janitor, sort of a humble, thankless job, reflects the presence of Christ on the campus.

Of all things, he even mentions the fact that on the athletic field religious attitudes of the students are in evidence. If religion is to be on the campus, why shouldn't the rules of the game be in accord with the principles of religion? Let's take the fact that a player can say that he's injured when he isn't and thereby stall the game and in one incident we know of won the game on the basis of a falsehood. What the student was trying to say is that if religion is on the campus at all it has to be in the classroom, reflected in the kind of work the students do, in the very upkeep and appearance of the buildings, and on the athletic field.

In fact, so he seems to say, religion is the way to perform any task.

We are very favorably impressed with the serious attitudes of the student editors as reflected in their publications. They write about the donation of blood, the support of the Com-

munity Chest, adult education for the foreign-born, the raising of funds to help an unfortunate boy, about the study of the fine arts and crafts and religion on the campus. Their writing would do credit to any of our daily papers and to our more serious magazines.

The Junior College World



JESSE P. BOGUE

The DeKalb conference for preparation of teachers. About 100 junior and senior college people met at Northern Illinois State Normal College, DeKalb, on September 25 to consider cooperative plans for the recruitment and education of teachers for the schools of that state. The schools of education and the state teachers' colleges strongly urged the junior colleges of Illinois to accelerate their plans to enlist prospective teachers. Since that time a great deal of work has been done to implement the general understandings which were arrived at during the meeting. In November, Dr. James M. McCallister, Herzl Junior College in Chicago, sent a report to the effect that 13 of the junior colleges in Illinois have 939 prospective teachers enrolled, Wright Junior College, with 381 candidates, having the largest number. Wilson Junior College has 211 and Herzl, 120. Other colleges vary in numbers from 9 to 40. It is believed that in all of the junior colleges in Illinois

there are probably more than 1,200 young men and women preparing to be teachers. The general plan is for the junior colleges to offer a broad program of general education and introduce the students to the teaching profession by means of certain courses such as principles of American education, introduction to teaching, history of education, general and educational psychology. Eleven colleges in Illinois are using various means to encourage young people to enter teaching. Those methods include personal interviews, conferences, group lectures, the organization of Future Teachers of America clubs, visits of faculty representatives to high schools, presentations of guest speakers from teachers' colleges and meetings with parent-teachers' associations.

* * *

Mason City Junior College, Mason City, Iowa, held an all day conference entitled "Prospective Teacher Day,"

November 12, 1953. More than 200 prospective teachers from 14 schools visited the junior college. Actual classroom experience was a part of the program for the visiting high school students. They were escorted to the schools throughout the city during the forenoon to observe the teachers and pupils in their classrooms. Mr. P. O. Brunsvold, Mason City high school principal, addressed the group on what he called an invasion from heaven. He stressed the fact that approximately 4,000,000 babies were born in 1950 and 1951 and will be in our public schools by 1954 or 1955. During the all day conference, speakers emphasized that there were certain characteristics which prospective teachers should have (1) the desire to work with young people, (2) a good sense of humor, (3) patience to try again, (4) ability to learn or master one's own subject-matter field, and (5) the ability to stay young.

* * *

Science teaching in the secondary schools was the subject of a conference held at Harvard Graduate School of Education last summer. An interesting and rather serious report was given. Titled, "Critical Years Ahead in Science Teaching," it was a report on the conference on nationwide problems of science teaching in the secondary schools. This report may be secured from the Harvard University Press. The report, states, "In the scientific and technological

culture of our present day society every citizen needs a realistic understanding and appreciation of the part that science, both physical and biological, plays in every day life. Of comparable importance are the development of understandings and skills which function in a wide variety of occupations and the identification and encouragement of scientific abilities needed in engineering, research, teaching, and other scientific professions." It is stated that there are now approximately 67,000 science teachers in the public secondary schools of the United States, but that by 1960, 84,000 will be required and by 1965 the need will rise to 100,000. At the same time the report indicates that the annual number of college graduates qualified to teach high school science has declined from 9,096 in 1950 to 4,665 in 1953. The report shows that the annual need for new science teachers now exceeds 7,000 and will soon approach 10,000 and that the present maximum of potential replacement from colleges is not more than 5,000.

* * *

College Age Population Trends, 1940-70, is a publication produced by the Committee on Special Projects for the American Association of Collegiate Registrars and Admissions Officers, 1953. It was prepared by Dr. Ronald B. Thompson, Ohio State University, Columbus, Ohio. This publication of 68 pages and cover is one of the most complete studies of

this kind. Among other things, it shows that the estimated increase of college-age population from 1953 to 1970 will be 230 per cent for California, 195 per cent for Nevada, 189 per cent for Oregon, 169 per cent for Washington, 159 per cent for Arizona, 150 per cent for Maryland, etc. Estimates are broken down state by state. It is recommended that junior college people throughout the United States secure a copy of this study and then concentrate on trends for each local community. The estimates are about as accurate as could be made because they are based on actual births that is, the children are here now who will be in college or at least of college age by 1965-70.

* * *

Phoenix College, Phoenix, Arizona, maintains an outstanding flying school. During the first semester of the present school year more than 500 students from Phoenix College and the five high schools in the district are enrolled in the flying courses. This is the largest enrollment which the school has had since the school was inaugurated in 1947. The enrollment last year reached a maximum of only 180 students. The jump from 180 to 500 in one year indicates a tremendous interest in this field. It is stated that in 16,000 hours of flying there has not been an accident. It is further stated that the students get far more than the required hours of ground school—navigation, weather, com-

munications, laws and theories of flight, aircraft and engineer studies. Their flying meets all requirements of the Civil Aeronautics Administration.

* * *

Lasell Junior College, Auburndale, Massachusetts, is starting construction on its new \$225,000 science and classroom building to be completed for occupancy sometime in 1954. This modern structure will house all laboratories for the science classes. President Raymond Wass states, "We hope to start breaking ground in the spring of 1954, and the construction should be completed and the building ready for occupancy by September or October of 1954. The combined efforts of alumnae, students, faculty, trustees, and the Lasell Forest have created a building fund that is large enough to finance the beginning of this proposed building. It is our optimistic hope that we will be able to arrange a construction loan that will assure completion of the classroom building."

* * *

"Community Education Program" is the title of the adult and continuing education brochure sponsored by Virginia Junior College, Virginia, Minnesota. The subtitle of this publication is "Continuous Education for Effective Living." A wide variety of courses is offered in advanced decorative art, American Red Cross home nursing, applied psychology, Baldwin and Hammond organ playing, beginning French, bookkeeping and accounting,

citizenship, current economic problems, current issues in international relations, labor and the law, salesmanship and advertising, and many other subjects of this type. The school also offers work in machine shop, photography for amateurs, home upholstering, diesel mechanics, and many fields in the arts and crafts.

* * *

School District Liability is the title of a pamphlet published by the American Association of School Administrators, 1201 Sixteenth Street, N.W., Washington 6, D.C. A number of inquiries have been received by the American Association of Junior Colleges regarding the legal liability of schools when pupils, employees or visitors may be involved in accidents on school properties. *School District Liability*, published last October, gives information about such matters and answers many questions which may arise in the minds of school people. The pamphlet was obtained from a manuscript prepared by Lee O. Garber, professor of education, Duke University. The cost of the pamphlet is 50 cents the copy. There is thorough discussion in the pamphlet of the so-called "non-liability doctrine," and objections to the policy are clearly presented.

* * *

Community Colleges for Alaska. According to Mr. A. W. Morgan, Superintendent of Schools, Anchorage, Alaska, a community college was ex-

pected to be established in Anchorage independent school district in January. The 1953 session of the territorial legislature passed a community college bill which permits an independent school district within the territory to enter into contract with the board of regents of the University of Alaska for the establishment of a community college. The Anchorage independent school district applied to the board of regents for permission to establish such a college according to the provisions of this act, and the two agencies were in late December in the process of working out a satisfactory agreement. It was fully anticipated that arrangements would be made and the college established in 1954.

* * *

Shenandoah College, Dayton, Virginia is in the midst of a million dollar campaign to build a memorial hall, to house 104 college women on the campus in Dayton, Virginia. The present plant now consists of 12 buildings valued in excess of one half million dollars. The cost of a new building and its furnishings is estimated at \$250,000. Five hundred thousand dollars will be allocated for productive endowment and \$250,000 for repairing and modernizing the present plant, building up the laboratories, strengthening the library and providing the needed working capital.

* * *

Bradford Junior College, Bradford, Massachusetts. Forty-five girls from

Haverhill High School who are planning to go away to college next fall will be given a preview of college life next Wednesday when they share a typical college day with Bradford Junior College Students.

The idea for Bradford's first Haverhill High School Day was suggested last spring while college and commu-

nity were planning a joint celebration of the college's 150th anniversary.

Each high school student will have a freshman and senior hostess to introduce her to dormitory living and take her to classes, a chapel service, and luncheon. A special tea with entertainment by the Tabooz, college harmony group, will be held at the end of the day's program.

Recent Writings . . .



JUDGING THE NEW BOOKS

CECIL PUCKETT AND CLYDE BEIGH-
EY; New York: Gregg Publishing
Division, McGraw-Hill Book Com-
pany, Inc., 1953.

Colleges and universities, cognizant of the need for a broad concept of business which reveals the interrelationships of its various functions, are also becoming increasingly aware of the need to focus general business courses on our young people themselves and on the role which they play as individuals in the business world. These courses are especially important for those students planning a career in business if their specialized fields are to have a meaningful and constructive place in our rapidly changing economy. Of particular concern are the students—50 to 60 per cent of those entering college—who leave before academic education is completed, since many enter the

business world with little or no knowledge of its functions or operations. There is, therefore, a need to give these people a working knowledge of business fundamentals that they can use in real life situations. In addition, such a foundation would prove of value to students planning to enter occupations other than careers in business *per se*. Educators today are emphasizing training in the solving of life adjustment problems for students in order that they may be economically literate as consumers as well as producers. For all of them, the opportunity to explore the various fields of business, to discover their interests and aptitudes, and to understand the basic ingredients for success is a vital part of the college training today. Providing such an opportunity for students should be a primary aim, a basic part of business education's *raison d'être*. It is to these needs that

Introduction to Business for Colleges is directed.

In recognition of the fact that specialization ordinarily comes in the last years of college, together with the consideration that the majority of those students who leave school do so before the third year, the authors have designed the text so that it is suited to the first two years of college study. As such, it is adaptable to either the junior college or the senior college course. Textbooks in general business are primarily student; and since this book is directed toward those who would be at this level, it is written in an interesting and readable manner sufficiently personalized to appeal and to motivate, while still presenting the necessary factual materials and techniques. The student is also afforded, generally speaking, easy-to-understand examples and illustrations which should prove helpful. The authors provide many opportunities for extra class activity and student participation. Based on student experience and interests, these projects and problems are aimed at student thinking and identification, thus helping students put their training to use in a logical and natural process. Another phase of the book which indicates thoughtful planning is the portion which permits exploration of the various business publications and literature. Their introduction comes both in an actual use situ-

ation and in a special section devoted to them in "Research in Business."

For the teacher, the text may function as a guide presenting helpful suggestions and exercises, while not curtailing the freedom of instruction inherent in good general business teaching. There is a splendid opportunity for integrating both teacher-directed and student-directed activity, one example being the educational and vocational guidance in Unit 6.

Modern educators, as well as businessmen, have come to realize the importance of personality and character in today's business operation. Since the author's approach to the personal factor, both in everyday living and in business, is the *leit motif* of this text, teachers and students alike will find the desirable traits and the various considerations contributing to success which are discussed in the book well integrated with all phases of general business education. In other words, while students are learning about business, they are also learning to evaluate themselves as to character, personality, and the other factors of success in the light of what business today expects and demands.

The text is divided into six units, aimed first at providing a broad overview of business and its development in the United States; second, at furnishing an insight into business operation and organization; and third, at creating an opportunity for students to explore the various areas of busi-

ness operation and to discover fields of interest.

Unit 1 sketches some of the primary factors that have influenced the growth and development of business and industry in the United States. It is designed to demonstrate "economics in action," thus serving the twofold purpose of introducing the student to the "whys" of our American economy and of giving the teacher an excellent motivating device by capitalizing on student knowledge and interest.

"Business Organization and Operation," Unit 2, deals with the three types of ownership, the individual proprietorship, the partnership, and the corporation. There is a logical progression from the "known" to the "unknown," which, as experienced teachers know, is the most effective method of presentation. Together with describing the nature of ownership, the authors have also incorporated the various factors to be considered in locating one's own business and the personal and business qualifications necessary for successful operation. Accounting principles are related to business law, finances, etc., so that the unit presents a unified picture which is meaningful and useful to the student.

Since our modern economic system depends on finance, Unit 3 presents in six chapters the basic principles of such operation as credit, investments, and insurance. Here again the unit is

organized to include the various fields of business activity as they are related economically and socially. Of interest is the author's approach to taxes as a means of social and economic control. Modern business has this factor to consider as never before, and a positive understanding of the role of taxes as it is related to the average taxpayer's personal benefits is particularly appropriate in a general business course. Such an understanding is prerequisite to a proper evaluation of the fundamental concepts that pertain to this major factor in business life.

Unit 4 explains the various facets of production and distribution as related to the political, economic, and social aspects of our economy. Our capitalistic system is explained with real-life examples, and the role of the machine peculiar to our American way of life is described in terms of the way it has benefited the American people. There is emphasis on what might be termed "social economics," aimed at a better understanding of business organization and production for both the producer and the consumer, collectively and individually. General principles of marketing, together with those of economic geography, are integrated with those of industrial management, advertising, transportation, and the other fields of business having significance in the complex picture of our economic way of life.

The principles of business organization and control, including business structure in general and office management and personnel in particular, together with those of statistics and accounting, comprise Unit 5. Businessmen today, because of the complexity of modern business, must draw up-to-date, factual information from many sources. Their competition is keener; their potential customers are more discerning; their demands, as well as those of their customers, are more numerous. The authors, therefore, present research in business and the use of statistical methods both in the light of the student's vocational needs and his educational needs. A particularly helpful section is the annotated list of business sources of information, which aids the student to learn not only facts and materials presented in the text, but also where to find others that will be of value to him. Tables and graphs, important aids to the modern businessman, are presented as effective tools of business, and students are given opportunity to construct them properly and to interpret them correctly. Other important methods of communication in modern business are presented here, as well as in the other units. There is provision for both written and oral reports, giving the student training in the effective ways to give information, sell a product, or convey his ideas. In addition, cost accounting, to name another field, is given meaning in terms of

business budgets, production forecasting, and planning.

"Choosing Your Lifework," the final unit, serves several purposes. Not only does it show the dualism of educational and vocational guidance and present practical information about particular occupations, their nature and their qualifications. It also sums up the personal equation and discusses the various factors to be considered in choosing an occupation. From the student's point of view, this should be a most helpful and satisfying unit. The functional classification of jobs and the individual relationship approach should aid him materially in answering "How do I fit in, and where?" Nor is this all. Scientific guidance itself is a comparatively new and vital field in business today, and the thoughtful teacher can use the unit effectively in presenting this aspect of business.

The functional, student-directed approach and the guidance feature in this text are probably the most significant contributions the authors make to the teaching of general business in colleges. Technological "know-how" we have in abundance in this country; social "know-how" we need to understand better. Conscious training in this area, both as related to jobs in business and to everyday living is a worthy step, toward creating more effective workers in a more effective society.

JOYCE G. REILEY
University of Texas

"Current Publications Received of Interest to Junior College Readers"

Dimond, Stanley E. *Citizenship for Boys and Girls*. (Junior Life Adjustment booklet.) Chicago: Science Research Associates, Inc., 1953. Pp. 40. \$.40. Written for elementary and junior high school students, this booklet aims to develop an understanding of the many-sided aspects of good citizenship.

Gerken, C. d'A. *Study Your Way Through School*. (Life Adjustment booklet.) Chicago: Science Research Associates, Inc., Pp. 47. \$.40.

This booklet aims to guide students in how to make full use of their abilities, to gain intellectual maturity, and to pursue their interests to best advantage.

Ingram, Christine P. *Education of the Slow-Learning Child*. New York: The Ronald Press Company, 1953. Pp. ix + 359. \$5.

Administrators, school psychologists, curriculum consultants, and special class teachers concerned with slow-learning pupils from five to 17 years of age will find a practical guide in this book.

Noar, Gertrude. *The Junior High School*. New York: Prentice-Hall, Inc., 1953. Pp. ix + 373.

This book is planned to provide direct and workable assistance to teachers, administrators, and supervisors who deal with the problems of imple-

menting the long-standing functions and purposes of a junior high school.

Olson, Willard C. and Lewellen, John. *How Children Grow and Develop*. (Better Living Booklet.) Chicago: Science Research Associates, Inc., 1953. Pp. 48. \$.40.

This booklet analyzes the growth process at different stages of the child's development and discusses the factors that play a part in making the most of children's possibilities for mental, physical, emotional and social growth.

Ostheimer, Richard H. *A Statistical Analysis of the Organization of Higher Education in the United States, 1948-1949*. New York: Columbia University Press, 1951. Pp. xviii + 233. \$2.50.

A staff technical paper of the Commission on Financing Higher Education, this book is divided into four parts: part one explains how our universe of institutions of higher education was established; part two presents findings in terms of numbers of individual institutions; part three presents findings in terms of student enrollment of institutions; and part four deals with the typical size, averages, and variations from the average of institutions of different characteristics.

Philosophical Library. New York: Philosophical Library, Inc., 1953. Pp. 68.

This booklet lists several hundred books in the fields of sociology, anthropology, psychology, literature, art, music, religion, and others.

Puckett, Cecil and Beighey, Clyde. *Introduction to Business for Colleges*. New York: Gregg Publishing Division of McGraw-Hill Book Company, Inc., 1953. \$5.50.

The three teaching objectives, infor-

mation, exploration, and guidance are functionally incorporated into this new basic book.

Stevens, David H. *The Changing Humanities*. New York: Harper & Brothers. Pp. xiv + 272. \$4.

A life-long scholar in the humanities, the author here distills a deep conviction about the essential value of the humanities in all college study.

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